Leadership Styles of Principals and Job Satisfaction: An Empirical Study in Colleges of Education in Ghana

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ABSTRACT

This study examined leadership styles of principals and their effects on staff job satisfaction in Colleges of Education in Ghana. Guided by the pragmatism philosophy, and underpinned by McGregor's (1960) theory X-Y, the study utilised the descriptive survey research design to gather data from the respondents. The study employed the multi-stage sampling technique to select 210 staff to fill out questionnaires while five principals were chosen through purposive sampling for interview. In all, 215 respondents were selected from a population of 443 for the study. The quantitative data was analysed using descriptive and inferential statistical tools such as the mean, standard deviation, and multiple linear regression with the help of Statistical Product for Service Solution (SPSS), whilst the qualitative data was analysed thematically. It was revealed that the majority of principals in the Colleges of Education showed transformational leadership style but some were also seen as transactional leaders. Again, regardless of existing promotion opportunities, the staff were unsatisfied with their pay and benefits. The study found a significant moderate positive relationship between principals' transformational leadership style and staff job satisfaction. Furthermore, across the dimensions of transformational leadership style, the idealised influence (Beta = .517, p<.05) and individualised consideration (Beta = .285, p = .013<.05) significantly predicted job satisfaction. It can be concluded that transformational leadership style of principals has significant moderate positive influence on job satisfaction of members of staff in Colleges of Education in Ghana. It was recommended that Ministry of Education in collaboration with the Colleges of Education should organise periodic seminars to train principals and other college officials on transformational leadership and how to apply it. Such seminars will help principals lead effectively and keep college staff satisfied with their jobs.

Keywords: Colleges of Education, Job Satisfaction, Leadership Style, Members of Staff, Principals
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I. INTRODUCTION

The Sustainable Development Goal (SDG) 4 seeks to achieve an inclusive and equitable quality education for all. This goal can be fully achieved when the teaching and non-teaching staff at the basic, secondary and tertiary levels of education are highly motivated and satisfied. Nguni et al. (2006) postulated that employees who are satisfied with their jobs devote more energy and time to the success of their organisations. The level of satisfaction of employees also depends on the leadership styles employed by leaders of these organisations. Therefore, today's organisations need effective leadership styles if they are to get the best out of their employees and remain competitive in the global competitive world (Metwally et al., 2014).

According to Brobbey (2016), there is no generally accepted universal leadership style. Different leadership styles may influence transformation differently, with some leaders being more effective and efficient than others. An effective leadership style, however, induces motivation, influences positive change and creates the impetus for transformation and progress in an organisation (Naidu & Van Der Walt, 2005). Therefore, different leadership styles are needed for different situations. Leaders can utilise various leadership styles such as autocratic, laissez-faire, charismatic, democratic, transactional and transformational leadership styles to lead and direct their employees to achieve different goals and purposes. However, Goldberg (2003) noted that, no matter how one leads his/her members, the style adopted can be classified into one of two types of leadership styles, and they are the transformational and the transactional leadership styles. In the words of Mester et al. (2003), literature on leadership identifies transformational leadership, transactional leadership and laissez-faire leadership as the three common leadership styles in the current climate, with transformational leadership and transactional leadership being the most dominant.

Transformational leadership focuses on team-building, motivation and collaboration to transform subordinates and direct their efforts towards accomplishing change for the better (Khan et al., 2012). According to Jacobsen (2013), the transformational leadership is a means of practising leadership that allows a leader to focus on transforming followers into leaders and motivating them in raising their awareness about the values of the organisation. These leaders have an agenda planned for the followers that will be challenging and morally strengthening to assist the followers in becoming individual leaders. The leaders involve followers in decision making, provide them with support, motivation, inspiration and mentoring which make the followers feel like owners, and, in addition, these leaders offer a purpose that transcends short-term goals, and thus have greater impact on attitudinal change (Jay, 2014).

Transactional leadership, on the other hand, employs methods of exchange, in which both the leader and the subordinate exchange something of value in order to achieve the set goals (Lucey, 2017). Transactional leadership, therefore, is explained as the ability of a leader to relate with his/her followers by explaining and clarifying how works are done and communicating to them of the associated rewards if the works are done to the expectation (Arzi & Farahbod, 2014). It also involves meting out punishments to subordinates who fail to meet the required standards in executing the assigned task. Jacobsen (2013) observed that transactional leadership is the use of contingent rewards, punishments and sanctions intended to support the idea that workers have self-interest in accomplishment of organisational goals. In this case, when subordinates act in accordance with the dictates and in interest of the leader they are rewarded, but if their act goes contrary to the expectations of the leader, they are punished.

Laissez-faire leadership, according to McColl-Kennedy and Anderson (2005), is a passive style that is reflected by high levels of avoidance, indecisiveness and indifference. It is also commonly viewed as the absence of leadership where the leader takes his or her hands-off work-related issues (Xirasagar, 2008). The laissez-faire leader delegates duties and responsibilities more often, maintains a hands-off approach to leadership, and exhibits no real authority, which compels members of staff to seek other sources for assistance when decisions are to be made. The leader, in few situations, may only respond to questions and provides information or some support to the group (Liphadzi et al., 2015). It makes the leader to be seen as least performing and least effective leader. This style of leadership allows subordinates maximum authority and freedom in their job to do what they like, which results in the satisfaction of some subordinates (Limsila & Ogunlana, 2008). In school setting, such a principal fails to lead the team, does not fulfill the responsibilities as a leader, and above all, effective leadership is not attempted in his or her school (Morreale, 2002). These leadership styles as exhibited by the principals of colleges of education are major determinants of job satisfaction of employees.

Job satisfaction is a worker's emotional feelings regarding the job itself, and every aspect of it. It is the worker's perceived gap between the expected and actual satisfaction he or she derives from varied aspects of the job, the smaller the gap is, the greater the job satisfaction (Chen, 2003). Kermani (2013) opined that, job satisfaction is an enjoyable and positive emotional state resulting from the evaluation done by the employee for his or her work and practical experience. In this case, one can strengthen the aspects that lead to job satisfaction of employees, and reduces the negatives that lead to reduced level of job satisfaction of employees. The happier people are with their job, the more satisfied they are.

Stordeur et al. (2001) observed that leadership styles provide possible explanations to job satisfaction. Similarly, Rizi et al. (2013) found that leadership plays a central role in determining employee's job satisfaction such that managers should implement an appropriate leadership style to enhance job satisfaction and commitment of staff.

Apart from the leadership styles of managers, it has been found that, job satisfaction of employees can also be enhanced through pay, benefits, promotional opportunities, supervision, relationship with co-workers, working conditions, the work itself and recognition (Gull et al., 2012).

Employees who are satisfied with their jobs show higher levels of commitment and dedication to their jobs and organisations. According to Brobbey (2016), a motivated and satisfied workforce will be more committed to the aims of an organisation, potentially stay longer with the organisation, and thereby reducing staff turnover. Hence, satisfied workforce perform their duties with high level of motivation, enthusiasm and dedication, which result in positive impact on their customers and subsequently on their organisations, but the dissatisfied workforce, hold negative attitudes towards their job (Tetteh & Brenyah , 2016).

Loganathan (2013) pointed out that, both theoretical and empirical evidences on leadership suggest that, leadership styles are related to, and bring about job satisfaction. Several studies support this point. For example, internationally, in the United States of America (USA), Emery and Barker (2007) reported from a sample of 389 customer contact personnel in banking and food store organisations that employees managed under a transformational leadership style displayed higher levels of job satisfaction against factors such as charisma and intellectual stimulation. The authors reported that, employees managed under transactional leadership style displayed higher levels of job dissatisfaction, against associated factors such as management by exception. In Greece, Kouni et al. (2018)

reported from a sample of 171 teachers that teachers felt substantially satisfied when the school principal acted as a transformational leader. Ali and Dahie (2015) in Somalia, concluded in a study that, transformational, transactional and laissez faire leadership styles had statistically significant, positive, and direct impact on the teacher satisfaction.

In Ghana, researches that have been conducted on the study variables confirm the impact of leadership styles on job satisfaction. For instance, Frimpong et al. (2016) reported from a study among senior high school teachers in Techiman Municipality that, leadership styles have effect on job satisfaction. Other studies such as Baffour-Awuah (2015) and Hukpati (2009) supported the significant effect and positive association between leadership styles and job satisfaction. Similarly, Ampofo (2014) concluded from a research conducted on employees from Unilever, Ghana, that leadership styles significantly and positively predicted employees' job satisfaction.

However, some research reports (Barnett, 2017; Dutta & Sahney, 2016) have indicated insignificant, negative or no influence of leadership styles on job satisfaction. Research findings such as the aforementioned on the current study variables affirm the positions of theories such as the Theory X and Y, where constructive contributions in the area of quality leadership is likely to develop positive emotional feelings such as career satisfaction in employees, but poor leadership is most likely to result in ill feelings such as job dissatisfaction. Hence, the significance of the current research cannot be underrated because it will enable stakeholders of education, especially, principals of the colleges of education to adopt quality leadership style that will arouse satisfaction among the staff in these educational institutions to enhance quality delivery.

1.1 Research Objectives
The main objective of this study was to examine the leadership styles of principals and job satisfaction of members of staff in colleges of education in the Eastern Region of Ghana. Specifically, the study sought to:
   i.   Assess the influence of transformational leadership style of principals on job satisfaction of members of staff in the colleges of education in the Eastern Region of Ghana.
  ii.   Examine the influence of transactional leadership style of principals on job satisfaction of members of staff in the colleges of education in the Eastern Region of Ghana.
 iii.   Examine the influence of laissez-faire leadership style of principals on job satisfaction of members of staff in the colleges of education in the Eastern Region of Ghana.

1.2 Research Hypotheses
The following hypotheses were tested to guide the study:
$H_{01:}$ There is no statistically significant influence of transformational leadership style of principals on job satisfaction of members of staff in the colleges of education in the Eastern Region of Ghana.
H_{02}: There is no statistically significant influence of transactional leadership style of principals on job satisfaction of members of staff in the colleges of education in the Eastern Region of Ghana.
H_{03}: There is no statistically significant influence of laissez-faire leadership style of principals on job satisfaction of members of staff in the colleges of education in the Eastern Region of Ghana.

II. LITERATURE REVIEW

2.1 Theoretical Framework
2.1.1 McGregor Theory X-Y
The study is underpinned by McGregor's (1960) theory X-Y. McGregor identified Theory X and Theory Y type of managers. Theory X style managers believe that, their employees are less intelligent, less creative and lazy individuals who work solely for a sustainable income. Based on these assumptions, Theory X concludes that, the average workforce is more efficient and effective under strict supervision and authoritarian approach to management (Baron & Greenberg, 2003). On the other hand, Theory Y assumes that, people are creative and eager to work. Theory Y states that, work is as natural as play or rest, and employees are not inherently lazy, but that employees have become the way they are because of experience. Employees will exercise self-direction and self-control in the service of the objectives to which they are employed and committed to. Theory Y holds the view that employees are innovative and have potentials, and under proper conditions and environment, they learn to seek and accept responsibilities. Thus, the theory states that, workers tend to take full responsibilities for their duties and they do not require constant supervision before they work (McGregor, 1960).

Linking the theory to the study, this theory tends to explain how the perceptions of principals about their staff members affect their working relationship with their staff members. If any of the principals of the Colleges of Education is Theory X oriented, then he or she is likely to be a transactional (autocratic) leader who may assume that his or her members of staff are lazy, irresponsible, less intelligent and less creative. He or she may delegate less

authority to few staff members, and may take unilateral decisions on behalf of the college. This may stifle progress, as many ideas and opinions may not be sought before decisions are made. With respect to the strict supervision by the principal, members of staff may be kept on their toes to work hard for high productivity in the college, but conversely, staff members may not be happy with the system, a situation, which may negatively affect satisfaction and performance.

However, when the principal in a College of Education is Theory Y inclined, members of staff will be respected as being creative and eager to accept responsibilities to work. Such a principal is more likely to be a transformational (democratic) leader, who will involve members of staff in decision-making process of the college, delegate more duties and responsibilities to staff members, and also relate well with each of them. The results may be that, the members of staff may be happy to remain and work in such a college. More ideas may be generated for better solutions of the college problems. However, if such a principal becomes too friendly and relaxed, the members of staff may also relax in their performance, a circumstance which may lead to underperformance of the college.

2.2 Empirical Review

The empirical review is focused on studies that have been conducted on the study variables in various countries. For example, Owusu (2014) assessed the level of job satisfaction and its effect on employees' performance in mining companies in Bibiani – Anhwiaso, Bekwai District in the Western Region of Ghana. The researcher adopted descriptive design for the study; data was collected with questionnaire and in-depth interview, which was analysed with frequencies and percentages, as well as content analysis. The study found the level of employees' satisfaction to be high.

Çınar and Karcıoğlu (2012), in their effort to determine the level of job satisfaction among public sector workers in the Province of Agri, Eastern Anatolia, Turkey, conducted a survey that utilised descriptive survey design, with the use of questionnaire as a data collection instrument to collect data from a sample of 267 workers. Data was analysed with mean and standard deviation. The results of the study indicated that workers' level of job satisfaction was middle (moderate).

Ampofo (2014) utilized a cross-sectional survey to investigate the relationship between manager leadership styles and employee job satisfaction and organisational commitment in Unilever, Ghana. Questionnaire was used to collect data from 220 respondents, which was analysed with simple linear regression. The findings of the study indicated that both transformational and transactional leadership behaviours significantly and positively predicted employee job satisfaction.

Dahie et al. (2015) investigated the leadership style and teacher work motivation and satisfaction: empirical investigation from secondary schools in Mogadishu- Somalia. The study utilised explanatory and descriptive research designs in which data was collected from 200 respondents with questionnaire. The study found that transformational, transactional and laissez-faire leadership styles had significant and positive impact on teacher satisfaction.

Ma'ruf et al. (2020) employed a systematic review to analyse twenty-five previous studies that focused on the relationship between leadership styles of principals of different schools and teachers' job satisfaction. Their study revealed that transformational leadership style was the most prominent leadership style which significantly increase teachers' job satisfaction compared to any other leadership styles.

Elmazi (2018), in an effort to examine the relationship between principals' leadership styles and teacher satisfaction in the Albanian and Kosovo context, concluded that transformational leadership positively and strongly affected teacher satisfaction. Likewise, Tetteh and Brenyah (2016) conducted a study on organisational leadership styles, and their impact on employees' job satisfaction: evidence from the mobile telecommunications sector of Ghana. The researchers found a positive significant influence of idealised influence on intrinsic satisfaction of workers. The researchers further concluded that, leadership styles are significant predictors of job satisfaction.

Marn (2012) carried out a research on the impact of transformational leadership practices on job satisfaction of Private Higher Educational Institutions (PHEI) lecturers. A sample size of 100 lecturers from five major private higher educational institutions in Penang participated in this study. The study indicated a significant positive relationship between job satisfaction and charisma/ inspiration (β=.431, P<.001); and intellectual stimulation (β=.320, P<.001). However, individualised consideration had significant, negative influence on job satisfaction (β= -.482, P< .001).

Hanaysha et al. (2012) conducted a study into transformational leadership and job satisfaction. The findings revealed that intellectual stimulation was positively related with job satisfaction, but individualised consideration was negatively related with job satisfaction. It was also found that leader's charisma or inspiration had no effect on the job satisfaction.

III. METHODOLOGY

3.1 Research Design

The study employed the descriptive survey design. This design was suitable because it offers the chance of gathering data from a relatively large number of cases using questionnaires and/or interviews at a particular time so as to make inferences and generalisations (Kothari, 2004). Descriptive research design can be quantitative and/or qualitative. Hence, it may involve hypothesis formulation and testing and/or formulation of questions and obtaining answers to them (Amedahe & Asamoah-Gyimah, 2018). Descriptive survey design helped collect large data on the various leadership styles exhibited by principals and their influence on job satisfaction of staff in the Colleges of Education in Ghana.

3.2 Population, Sample and Sampling Procedure of the Study

The accessible population for the study comprised all principals, teaching and non-teaching staff in five public Colleges of Education in the Eastern Region of Ghana. These institutions included Abetifi Presby College, Kibi Presby College, Presbyterian College, Presbyterian Women's College and SDA College. The total population for the study was 443. For a population of 443, a sample of 210 was ascertained (Krejcie & Morgan, 1970). The sample was a representation of the population as shown in Table 1.

Table 1
Sample of Respondents for the Quantitative Data

Colleges of Education	Members of Staff		Grand Total
	Male	Female	
Abetifi Presby College	28	13	41
Kibi Presby College	27	11	38
Presbyterian College	29	22	51
Presbyterian Women's College	22	15	37
SDA College	27	16	43
Total	**133**	**77**	**210**

The multi-stage sampling (simple random sampling, proportionate sampling and stratified random sampling) was used to select members of staff from each College of Education. The simple random sampling was used to select the Colleges of Education. Next, the proportionate sampling was utilised to allocate the respondents among the colleges. Finally, stratified random sampling was used to select the departments from the colleges where the samples were to be selected from. Particularly, three departments for teaching staff and two departments for the non-teaching staff were selected from each college. The non-probability sampling (purposive sampling) was used in selecting the principals from each College of Education for the study, and this is presented in Table 2.

Table 2
Participants for the Qualitative Data

Colleges of Education	Key informants		Total
	Male	Female	
Abetifi Presby College		1	1
Kibi Presby College	1		1
Presbyterian College	1		1
Presbyterian Women's College		1	1
SDA College	1		1
Total	**3**	**2**	**5**

It can be observed that key informants (principals) were purposively sampled for the study to solicit their views on their leadership styles and the potential influence on job satisfaction on staff members. In addition, leaders of the teaching and non-teaching staff were interviewed to gather in-depth data as far as leadership styles and job satisfaction of staff members are concerned.

3.3 Data Collection Instruments

The data collection instruments used for the current study were questionnaire and interview guide. The questionnaire (close ended type) was used to collect quantitative data while the semi-structured interview guide helped gather qualitative data. The study collected numeric data from a large number of staff members to test the hypotheses

in order to examine the leadership styles of principals and job satisfaction of staff in Colleges of Education in the Eastern Region of Ghana. The five-point Likert-type scale was scored as: "Not Sure" = 1; "Strongly Disagree" = 2; "Disagree" = 3; "Agree" = 4; and "Strongly Agree"= 5 for "Leadership Styles" of principals, and "Not Sure" = 1; "Strongly Disagree" =2; "Disagree" = 3; "Agree" =4; and "Strongly Agree "=5 for "Job Satisfaction" of staff. For the non-numeric data for the study, it was collected by using semi-structured interview guide. With the semi-structured interview guide, the researchers developed, adapt and generate questions and follow-up probes suitable for the main purpose of the study.

3.4 Validity, Reliability and Trustworthiness of the Study

On one hand, the questionnaire was pre-tested at Mount Mary College of Education to test the reliability and validity. Cronbach's alpha was used to estimate the reliability of the various sections of the questionnaire. According to Pallant (2010), reliability estimate of .70 or more shows that such items are consistent in measuring the indicated construct. Cronbach reliability estimates were 0.7 for job satisfaction and 0.8 for leadership styles. On the other hand, the researchers employed member checking and expert review of the interview guide to check the validity and reliability of the instrument.

3.5 Data Analysis

The quantitative data was analysed using descriptive and inferential statistical tools such as the mean, standard deviation, and multiple linear regression. The qualitative data was recorded, subsequently transcribed into readable version and analysed thematically.

IV. FINDINGS & DISCUSSIONS

4.1 Background Characteristics of the Staff and Principals

This section presents the background characteristics of the respondents. It comprises the sex, age, marital status, job category, academic qualifications, rank and number of years spent in the college. Inferring from Table 3, out of the 210 staff, 133 (63.3%) were males whiles 77 (36.7%) were females which implied that the staff in the colleges of education were male-dominated. The data also suggests that most of the staff were within 41-50 years. In addition, 199 (94.8%) of the staff in Colleges of Education were more than 30 years constituting an active youthful and older population. An observation from the Table revealed that the majority of the staff [168 (80%)] were married. The study showed that the majority of the sampled respondents were part of teaching staff as 147 (70%) belonged to this category.

In terms of their academic qualifications, a few [5 (2.4%)] were PhD degree holders while almost three-fourth [157 (74.8%)] were master's degree holders. Others [4 (1.9%)] had other forms of academic qualifications such as NVTI Certificate and Middle School Leaving Certificate. The majority of the staff were master's degree holders. It appeared that the minimum qualification required for staff to occupy senior membership position in the Colleges of Education was post graduate degrees. As far as the rank of the staff was concerned, more than half [133 (63.3%)] of them were tutors. This suggested that majority of the staff had exhibited some leadership qualities considering the fact that they produced knowledge.

Table 3
Background Characteristics of the Staff

Characteristics	Frequency(n=210)	Percent
Sex		
Male	133	63.3
Female	77	36.7
Age		
21-30	11	5.2
31-40	68	32.4
41-50	93	44.3
51-60	38	18.1
Marital status		
Single	33	15.7
Married	168	80
Divorced	9	4.3

Job category		
Teaching	147	70
Non-teaching	63	30
Academic qualification		
PhD	5	2.4
Masters	157	74.8
First degree	31	14.8
Diploma	7	3.3
WASSCE	6	2.9
Other, specify	4	1.9
Rank of staff		
Senior tutor	11	5.2
Tutor	133	63.3
Assistant tutor	2	1
Others	64	30.5
Number of years spent		
5 years and below	73	34.8
6-10years	73	34.8
11-15years	36	17.1
16-20years	22	10.5
21-25years	6	2.9
Income level		
¢100-1000	13	6.2
¢1001-2000	31	14.7
¢2001-3000	51	24.3
¢3001-4000	106	50.5
¢4001-5000	9	4.3

The number of years could be associated with the working experience of staff. In this regard, 137 (65.3%) of the staff had worked in the colleges for more than 5 years which was enough for them to gain working experience. In term of monthly income of staff members, 13 (6.2%) of staff were paid salaries between ¢100-1000, while 106 (50.5%) were paid salaries between ¢3001-4000. Nine (4.3%) received salaries between ¢4001-5000. It can be deduced that 166 (79.1%) of the staff earned more than ¢2000 monthly.

4.1.1 Socio-Demographic Characteristics of the Principals

One principal from each of the five Colleges of Education were interviewed on the leadership styles of principals and job satisfaction of staff. Table 4 presents the socio-demographic characteristics of the principals.

Table 4
Background Characteristics of the Principals

Characteristics	Frequency (n=5)	Percent
Sex		
Male	3	60.0
Female	2	40.0
Age		
41 – 50	3	60.0
51 – 60	2	40.0
Highest Academic Qualification		
PhD	2	40.0
Masters	3	60.0
Years of Working Experience		
21 – 30 years	5	100
Marital Status		
Married	5	100

The data revealed that 3 (60.0%) principals were males and 2 (40.0%) were females. Again, 3 (60.0%) of the principals were within 41-50 years, while 2 (40.0%) were between 51-60 years. It can be inferred that 2 (40.0%) principals had a PhD degree whereas 3 (60.0%) were masters' degree holders. All the principals were married with 21-30 years of working experience.

4.2 Level of Job Satisfaction among the Staff in Colleges of Education

This section sought to determine the level of job satisfaction among the staff in Colleges of Education in the Eastern Region of Ghana. The study measured job satisfaction based on the nature of work, working conditions, promotion, interpersonal relationship, recognition, responsibility, supervision, policies and administration, and pay or benefits. In the analysis, a mean value above 3 shows that majority of the respondents agreed with the statement while a mean value below 3 shows that majority of the respondents disagreed with the statement. The responses are presented in Table 5.

With an overall mean of 3.38, it can be deduced that staff members had high level of job satisfaction. This finding confirms Owusu's (2014) assessment of job satisfaction of employees in the mining sector in Bibiani in the Western Region which concluded that the level of employees' satisfaction was high. On the other hand, the outcome of this study contradicts Çınar's and Karcıoğlu's (2012) study in Turkey that found that the level of public sectors workers' satisfaction was moderate.

Table 5
Overall Levels of Job Satisfaction among Staff

Levels of Job Satisfaction (n= 210)	Overall Mean
Nature of work	3.67
Working Conditions	3.67
Advancement/Promotion	3.66
Colleagues/Interpersonal Relationship	3.56
Recognition	3.49
Responsibility	3.41
Supervision	3.23
College Policies and Administration	3.11
Pay/Benefit	2.64
Mean of Overall Mean*	**3.38**

As regards the level of job satisfaction among the staff in the selected colleges, interviews carried out indicated different levels of satisfaction among staff members. Whereas most workers in some colleges were happy with their jobs in their colleges, some workers in other colleges were discontent with their jobs, whilst other staff members in a college experienced mixed satisfaction. Colleges with most satisfied employees had the following reactions from members of staff:

Here? I will say I am satisfied. I've worked here for 10 years… (Laughs)… but this is my most satisfied period, over the last three years. Yeah. here… mmm. I've worked with three principals and I always pray for my principal that he should always be there…this is my first period of happiness… I nearly left under the previous principal because I was not happy, before the current principal came. But now I am very satisfied. I now have my office nicely furnished with the resources I need to undertake my official responsibility. I am now involved in key decision making of the college and my office is recognised the way it should be. (49-year-old female non-teaching staff of College B)

The principals were also asked if they could tell how much satisfied their staff members were. On this issue a principal had this to say:

(Laughs)...the staff are very satisfied, and whenever I call them, they respond quickly and with joy, and so I know that the staff will never turn me down. My staff know that at the end of the day, their work will be appreciated. (50-year-old male principal)

Some staff members in some colleges lamented about their jobs. This is evident in the responses of some interviewees.

(Laughs)…I am not satisfied at all…… I am not satisfied because if there is no comparison, then there is no problem. If you are doing the same job with other colleagues from other institutions (colleges) and they are enjoying basic benefits, example if that person is travelling from his work place to another place for a college programme and I am also travelling from my college to the same destination, and the other colleague from the other college receives GH 300 for travelling allowances and I am given GH 50 for covering a longer distance, it becomes very sad, and you cannot question anyone. You become very

unhappy. So, when the opportunity comes, you will be left with no chance than to leave. (A 47-year-old male teaching staff of College A)

Yet in another college, responses from staff members indicated a mixed job satisfaction of staff. It appeared some staff members were happy whilst others were unhappy about their jobs. Some of their narrations are below:

I am ok… I am satisfied… I am provided with all my work needs….. I am very satisfied because if you want a car, you will have it. If you need to go somewhere, you will be allowed to go and be given a car with a driver to go with you. And if all these are done for you, then how much more do you want to be treated, and what more do you want? (42-year-old male non-teaching staff at College C)

In a contrasting view, another participant from the same college (College C) reported that:

Hmm…my brother… dissatisfaction comes where arrangements are being changed and you are not told or informed. For example, recently, the college food that was used to serve staff for breakfast and lunch was stopped by the principal and we were not even pre-informed. This issue brought about some confusion and that is dissatisfying. I have no problem that the food is not being served us again, but the fact that we were not informed before the changes were made. If we were informed, we would have even felt respected and recognized but stopping it all of a sudden has made us dissatisfied. (48-year-old female teaching staff of College C)

A critical review of the responses from the interviewees on the level of job satisfaction in various colleges suggest that, the highly satisfied staff members were those who described their principals as transformational leaders while those who perceived their principals as transactional leaders were dissatisfied. It can be inferred that in colleges where the subordinates were experiencing high satisfaction, members were highly motivated to work hard to support the principals and the colleges to thrive. On the other hand, the colleges with the issue of staff dissatisfaction, might have their staff showing apathetic attitude towards colleges' activities, a condition which might adversely affect the colleges' performance.

Table 5 further showed that, respondents reported high levels of job satisfaction on nature of work (3.67), working conditions (3.67), advancement/promotion (3.66), and colleagues/inter-personal relationships (3.56). Interviews with the participants revealed the following:

I am happy because the college has provided me with staff bungalow for an accommodation on campus. (31-year-old male non-teaching staff of College E)

However, from Table 5, it is clear that the staff reported dissatisfaction with their pay/benefits (2.64). During the interview session, a member of staff shared his sentiment:

On three occasions I led the college sports team to different places to participate in inter-colleges sports festival…we stayed for days. On arrival, I was asked to fill night allowance forms. I filled the forms but I did not receive the allowance to date…it pained me a lot. (57-year-old male teaching staff at College D)

In general, the level of job satisfaction of staff members was high. However, some staff members in some Colleges of Education reported job dissatisfaction, particularly in some aspects of the job. These finding support Herzberg Two-Factor Theory. The theory stipulates that certain aspects of a job (motivators) such as recognition, responsibility, promotion and nature of work caused satisfaction, whilst certain aspects of a job, for example wages, inter-personal relations, working conditions and college policies which are hygiene factors caused job dissatisfaction. It can be observed that the outcome of this study indicated staff satisfaction in some areas of the job such as nature of work, promotional opportunities, recognition (which are all motivators), as well as working conditions, inter-personal relations and supervision (elements of hygiene factors). On the contrary, employees of the study institutions expressed job discontentment with pay/benefit/allowances. The result of staff dissatisfaction about their pay/benefits/allowances supports the idea that, even though payment of salaries and benefits may not be motivators, yet employees expect that their salaries, benefits and allowances are paid when due. It can be argued from the results of the current study that, it is not only the elements of motivators that can cause satisfaction, but if hygiene factors are improved, they can equally cause job satisfaction. Therefore, if any institution wants to achieve full job satisfaction of its staff, there should be enhancement in both elements of motivators and hygiene factors.

4.3 Leadership Styles of Principals and Job Satisfaction of Staff

This study sought to examine the influence of leadership styles of principals on job satisfaction of staff in the Colleges of Education in the Eastern Region of Ghana. The study employed the multiple linear regression to test the significance of this influence. The result is displayed in Table 6.

Table 6

Multiple Linear Regression on Leadership Styles and Job Satisfaction

					Model Summary				
					Change Statistics				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
1	.593ª	.352	.326	9.36303	.352	13.559	8	200	.000

Predictors: (Constant), Laissez faire, Transactional (management by exception-active, management by exception-passive, contingent reward), Transformational (idealised influence, intellectual stimulation, inspirational motivation, individualised consideration

4.3.1 Dependent Variable: Job Satisfaction

It can be inferred from Table 6 that there was a significant moderate positive influence of leadership styles on job satisfaction (R = .593, p<.001). The leadership styles explained 35.2% of the variations in the job satisfaction. This implied that other factors accounted for 64.8% in the job satisfaction of staff in the Colleges of Education. The finding confirms Ampofo's (2014) study which indicated that both transformational and transactional leadership behaviours positively predicted employee job satisfaction. Similarly, the result of the present study is in agreement with Dahie et al.'s (2015) finding that transformational, transactional and laissez-faire leadership styles positively influenced teacher satisfaction. On the contrary, this finding diverges from Dutta and Sahney's (2016) assertion that principals' leadership behaviours (transformational, transactional and laissez-faire) were not directly associated with teacher job satisfaction.

Further analysis showed that the combined sub-scales of transformational leadership style positively predicted job satisfaction, but the combined sub-scales of transactional and laissez-faire leadership style did not predict job satisfaction in the Colleges of Education. This is shown in Table 7.

Table 7

Combined Sub-scales of Leadership Styles and Job Satisfaction

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	109.051	8.412		12.963	.000
	Transformational	2.209	.290	.527	7.607	.000
	Transactional	.302	.168	.136	1.796	.074
	Laissez-faire	.267	.710	.299	3.734	.060

Dependent Variable: Job Satisfaction

Among all the sub-scales of leadership styles, the combined sub-scales of transformational leadership positively predicted job satisfaction (Beta = 0.527, p<0.001). This suggested that transformational leadership styles of principals in Colleges of Education significantly affect job satisfaction of staff members. This finding supports studies that have established significant positive influence of transformational leadership style on job satisfaction (Ma'ruf et al., 2020; Elmazi, 2018). On the other hand, this result contradicts Haj and Jubran's (2016) argument that there is no statistically significant difference in the level of application of transformational leadership and the level of job satisfaction.

In an interview, staff members expressed that they were satisfied by principals who were transformational leaders. These are some of the views of the staff:

> *Ok…he has provided us with all that we need to work with, he shows concern about our health, he ensures that…eer… we co-exit, he is a unifier, and so basically, he has those qualities that make us happy and make us really proud of him. He has provided us with materials such as laptops, projectors…and he…he is even in the process of buying us a bus…yeah, the Education Department…it is in the pipe line, that will enhance our delivery. He organises workshops for us…I mean the man has done well and we are all happy.* (60-year-old male teaching staff at College E)

A principal also expressed his view:

> *Because of the way I relate with the staff…my staff are included in whatever goes on in the college, and that has even made the students to work hard. I can see that my staff members are very happy. You know…I run the college on committee systems and everyone is included. Everyone's decision matters and*

> *so when I want something done, I just call my staff and put it before them, and they are happy to do it, and they do it well.* (50-year-old male principal)

Since transformational leadership style of principals significantly influenced job satisfaction of staff in the Colleges of Education, it was necessary to determine the contributions of each of the predictor variables to transformational leadership style as shown in Table 8. These variables included idealised influence, inspirational motivation, intellectual stimulation, individualised consideration, contingent reward, management by exception-active, management by exception-passive and laissez faire.

Table 8
Contribution of Predictor Variables

Model		Unstandardised Coefficients		Standardised Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	107.970	9.225		11.705	.000		
	Idealised influence	2.169	.352	.517	6.155	.000	.460	2.174
	Inspirational motivation	.128	.252	.051	.509	.611	.325	3.074
	Intellectual stimulation	.273	.415	.068	.658	.511	.304	3.292
	Individualised consideration	.872	.349	.285	2.500	.013	.249	4.022
	Contingent reward	-.090	.382	-.025	-.236	.813	.296	3.381
	Management by exception-active	.256	.251	.064	1.019	.310	.825	1.212
	Management by exception-passive	.468	.353	.112	1.325	.187	.451	2.219
	Laissez faire	.117	.315	.038	.371	.711	.307	3.262

a. Dependent variable: Job satisfaction

The idealised influence (Beta = .517, p<.05) and individualised consideration (Beta = .285, p = .013<.05), which were sub-scales of transformational leadership of principals, significantly predicted job satisfaction of staff members in the Colleges of Education while the other predictors did not. Comparatively, idealised influence affected job satisfaction twice as many as individualised consideration. This implied that idealised influence had a greater significant prediction on job satisfaction of staff members in Colleges of Education than any other predictor variable.

The narratives affirmed the effects of idealised influence and individualised consideration on the satisfaction of staff. A 59-year- old male non-teaching staff gave the following responses:

> *Our principal has furnished my office for me as a College Counsellor with the needed resources. Nowadays, even if I don't have anything to do in the college, I find it pleasing to come to school, because you will have a computer and internet to do research.* (51-year-old female teaching staff from College E).

> *The principal has beautified the environment of the college. He is building more infrastructure. Even taxi drivers have been praising the principal that he has beautified the front view of the college. Whoever comes here attests to the beautification of the college. I feel proud that I am working here.* (56-year-old female non-teaching of College E)

The significant positive influence of idealised influence on job satisfaction corroborates Tetteh and Brenyah's (2016) study that revealed a positive influence of idealised influence on intrinsic satisfaction. The significant positive effect of individualised consideration on satisfaction of the staff members in the current study has disputed the findings of studies by Marn (2012), and Hanaysha et al. (2012) which found a significant negative link between individualised consideration and satisfaction of employees.

It can be argued that the significant influence of transformational leadership of principals and the insignificance difference of transactional and laissez-faire leadership in relation to staff satisfaction fit well within McGregor's (1960) Theory X and Y. Principals who are transactional leaders (Theory X inclined) behave according to the systems of rewards and punishments. These principals tend to base on strict supervision, poor inter-personal relationship, poor working conditions, and uneven distribution of benefits and allowances to staff. Laissez-faire leaders (principals) are ineffective and do not fulfil their official responsibilities. All these behaviours are likely to lead to reduced job satisfaction of the subordinates. Theory Y oriented leaders are able to use leadership dimensions such as idealised influence and individualised consideration through motivators such as increased responsibilities, promotional opportunities and recognition to increase job satisfaction of staff.

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusions

Largely, principals in Colleges of Education exhibited transformational leadership style. In relation to the level of job satisfaction of staff, it emerged that the staff had high level of job satisfaction (overall mean=3.38). Relatively, the staff in the colleges were content with the nature of work, working conditions, promotional opportunities and inter-personal relationships. However, it was found that the staff were unhappy with the pay and benefits they received. The study found a significant moderate positive influence of leadership styles of principals on job satisfaction of staff (R = .593, p<.000). It further became evident in the study that the combined sub-scales of transformational leadership style positively predicted job satisfaction (Beta = 0.527, p<0.001) but the same cannot be said for combined sub-scales of transactional and laissez-faire leadership styles. Among the dimensions of transformational leadership, idealised influence (Beta = .517, p<.05) and individualised consideration (Beta = .285, p = .013<.05) significantly predicted job satisfaction.

5.2 Recommendations

The study recommended that the management of the Colleges of Education in the Eastern Region should carry out periodic evaluation on motivation and satisfaction of staff. Principals should continue to provide support for staff promotions, ensure positive college interpersonal relationship, recognise staff for their contributions towards college activities, and implement appropriate policies regarding prompt payment of equitable allowances and benefits when due. Also, the Government of Ghana, through the Ministry of Education and Ghana Tertiary Education Commission in collaboration with the Colleges of Education should organise periodic seminars, workshops and conferences to re-orient principals and other college officials on the importance of the various leadership styles, especially, transformational leadership style and when to apply them. This will help principals to be very effective in their administrative and leadership performance to maintain high job satisfaction of staff in the colleges, particularly, in the Eastern Region of Ghana.

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