

READY TO TAKE OFF WITH 21ST CENTURY LEADERSHIP STYLES TO INFLUENCE TEACHER COMMITMENT IN THE CENTRAL REGION OF GHANA

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ABSTRACT: *The study investigated the relationship between head teachers' leadership styles and their teachers' commitment. The 'full-range leadership theory' by Bass and Avolio (1995) and the 'organizational commitment model' guided the study. The study employed a cross-sectional survey design by collecting both quantitative and qualitative data. Data were collected by an adapted version of Bass and Avolio's (1997) Multifactor Leadership Questionnaire, Meyer and Allen's (1991) Organizational Commitment Questionnaire to gather quantitative data, and self-constructed semi-structured interview guide was used to gather qualitative data. A multistage sampling technique was used to select 254 head teachers and their teachers from public basic schools in Ekumfi District. The quantitative data were analyzed using descriptive statistics (mean, standard deviation) and inferential statistics like Pearson's moment correlation and multiple regressions were generated while the qualitative data were analyzed through content analysis. The findings revealed a weak but significant positive correlation between leadership styles and commitment ($r=.41, p=.00$). Further, a weak but significant positive relationship was established between transformational ($r=.36, p=.00$), transactional ($r=.43, p=.00$) and laissez-faire ($r=.13, p=.05$) type of leadership and overall teacher commitment. The study disclosed that head teachers' demographic factors do not significantly impact on their leadership styles. It was recommended that the Ministry of Education and the Ghana Education Service should pay attention to leadership styles of head teachers so as to heighten commitment of teachers in Ekumfi District.*

KEYWORDS: Teacher Commitment, Headteachers' Leadership Styles, Transactional, Transformational Leadership

INTRODUCTION

Communities, states, and countries have realised that education is the pillar on which a nation's development revolves around. The fast changing new knowledge economy in the 21st Century demands that educational institutions are identified as agents for grooming human capital so as to contribute to the socio-economic advancement of a country. Therefore, with the adoption of the United Nations' Millennium Development Goals on education (MDG 2), governments worldwide have prioritized quality primary education in policy agendas. In Ghana, educational policies such as the capitation grant, school feeding, free exercise books and uniforms are implemented to ensure the realization of quality basic education delivery. Besides, attempts such as 15% retention premium on salaries, study leave with pay, and best teacher awards, single spine salary structure have been instituted to engender teacher commitment to work to enable the attainment of educational aims. From these policy initiatives, it is apparent that Ghana is committed to the provision of quality basic education to her citizenry.

Empirical evidence suggests that suitable/appropriate leadership is a predictor of organizational effectiveness. Leadership is the sole skill that makes ordinary people to achieve extraordinary and astonishing things (Kotter, 2007). Accordingly, leadership theorists like Vito and Higgins (2010) observe that leadership is a valued commodity in all types of organizations, both public and private. From the perspectives of Kotter (2007) and Vito and Higgins (2010), it could be deduced that educational policies need to be directed at appropriate leadership to ensure the attainment of educational goals in the 21st Century where new challenges keep emerging in the running of schools. School leaders are expected to inspire their subordinates, promote cordial relationship among staff, ensure teachers' professional development, and rally them with the aim of ensuring quality education provision. School leaders would be able to undertake these responsibilities through the leadership styles they practice in their schools.

Empirical research findings exist to endorse the claim that leadership style impacts organizational performance (Kouzes & Posner, 2007). It could be construed that organizational performance is expected to shrink if leadership style is inappropriate. Consistent with these claims, dismal performance in educational institutions could be attributed to ineffective and inappropriate leadership style of the head teachers. Bennett and Hess (2007) recount the benefits of effective leadership styles such as high teacher commitment, less absenteeism, and high performance. Effective leadership is expected to share decision making with subordinates and creates opportunities for them to work towards a collective mission.

In educational institutions, scholars have established that leadership style matters in the achievement of objectives. Schools are organizations that rely on strong leadership to ensure success (Sarros & Sarros, 2007). Apparently, a nation cannot attain excellence in education without effective school leadership. In their observation, Leithood and Jantzi (2007) note that leadership is a very strong predictor of school performance. Deductively, without an appropriate leadership style, good performance cannot be realized in educational institutions. Likewise, policy makers have detected that one way to create educational change is to improve school leaders (Leithwood, Day, Sammons, Hopkins & Harris, 2011). Theorists like Glantz (2002) emphasize the need for a leader to find his leadership style.

Even though leadership and leadership style have been considered as crucial in organizational effectiveness, defining these concepts have puzzled scholars over the decades. However, Yukl (2006) defines leadership as a process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives. This definition suggests that leadership and followership are inseparable. Leadership is an intentional influence of a group of people working together to attain a common aim. Leadership style, on the other hand, is described as a kind of behaviour and abilities which a leader possesses and which enables him to interact with the subordinates to achieve goals (Hesham, 2010). Leadership style is therefore the characteristic manner in which a leader exercises influence over the followers.

Teacher absenteeism reduces the amount of instructional time and this leads to incompleteness of the syllabi. This leads to lower performance of work by students. Other scholars consider it imperative to gain insight into teacher commitment due to its close association with concepts such as quality of teaching, teacher adaptability, teacher attendance, teacher burnout, teacher retention, organizational "health" of the school, student attitudes, and learning outcomes (Crosswell, 2006). The deduction from many studies has been that employees who have high levels of commitment to the organization are more effective. Based on these views, recent poor

academic performance reported in public basic schools in Ghana could be linked to non-commitment of teachers.

The performance of Junior High Schools in the Ekumfi district in the Basic Education Certificate Examination has not been satisfactory nowadays. For example, in 2010, out of 2820 candidates presented for the BECE 1330 representing 47.2 per cent passed with six schools recording zero percent and in 2011 the performance reduced to 36.8% with eleven schools recording zero percent. Indeed, there was improvement in 2012 where 58.84% of the students passed and the situation got worst in 2013 where the district recorded 33.63%. This situation, among other factors, has been attributed to the ineffective leadership provided by the headteachers, affecting the performance and commitment of teachers and the consequent poor student performance in the examination. Some scholars posit that employee commitment has a positive influence on organizational success. In their observation, Hellriegel and Slocum (2009) postulate a positive correlation between strong employee commitment and low absenteeism, low turnover, and individual and organizational performance. In educational contexts, Ubogu (2004) asserts that teachers who lack commitment are unable to teach effectively, making pupils not to learn well. This study looks at the relationship between the leadership styles of the headteachers of the basic schools in the Ekumfi District and how they influence the commitment of their teachers.

It is therefore required that attempts are made to bolster commitment of teachers so as to attain educational goals. Nevertheless, elsewhere in Tanzania, Yemen, and Pakistan, studies have consistently discovered that leadership style impacts on commitment (Nguni, Slegers & Denessen, 2006; Saeed, 2011; Raja, 2012). This implies that authorities could enhance commitment of teachers indirectly by applying appropriate leadership styles. The issue is what kind of leadership style promotes commitment? Researchers have used different models of leadership and it seems there is no consensus on the precise leadership style that influences commitment. With this situation, coupled with the multiplicity of leadership theories, head teachers in their bid to boost teacher commitment may employ leadership styles based on their personal convictions that might lack theoretical and empirical backing.

Contemporary leadership theorists like Yukl (2006) call for a paradigm shift in leadership theory that adopts an integrative approach involving traits, behaviours, influence processes, situation variables, and outcomes all in the same design. In this direction, Bass and Avolio (1995) propounded the Full Range Leadership Theory as a “new” leadership model. In this model, five scales (idealized influence attributed and behaviour, inspirational motivation, individual consideration, and intellectual stimulation) were identified as characteristic of transformational leadership, three scales (contingent reward, management-by-exception-active, and management-by-exception-passive) were defined as characteristic of transactional leadership, and one scale was described as *laissez-faire*.

Avolio and Bass (2004) delineate the leadership styles of the Full Range Leadership Model. Idealized influence-attribute is essentially leadership by example. The leader is admired, respected, and trusted. Followers identify with the leaders and want to emulate them; leaders are endowed by their followers as having extraordinary capabilities, persistence, and determination.

Leaders display idealized influence-behaviour when they instill a sense of pride in subordinates for being associated with them, and considers the moral and ethical consequences of decisions as well as talk about their most important values and beliefs. Leaders exude inspirational

motivation when they stimulate and inspire employees and colleagues by building self-assurance, filling and arousing enthusiasm and determination in the group in the face of difficulties.

On intellectual stimulation, leaders encourage employees to think of creative and innovative ways to solve old problems and challenging the status quo. Individual consideration leaders act as coaches or mentors, and give particular attention to individual employees' needs for personal growth, advancement, and achievement. Contingent reward leaders obtain follower agreement on what needs to be done and specifies the rewards if the work is completed satisfactorily. In the case of active management by exception, leaders look for mistakes, indiscretions, exceptions, divergence from standards, complaints, infractions of policy and regulations, and failures and they take corrective actions before or when problems occur. Management-by-exception-passive leaders wait for problems or mistakes to be brought to their attention before taking corrective action. Laissez-faire leaders reject responsibility, delay decisions, do not provide feedback, and make no effort to meet the needs of the followers.

Meyer and Allen (1991) proffer a conceptual model of organizational commitment, and identify three components: affective commitment (aspiration-based), normative commitment (responsibility-based), and continuance commitment (cost-based). In arguing for their framework, Meyer and Allen (1991) contend that affective, continuance, and normative commitments are disguisable components rather than types because employees could have varying degrees of all three. The net sum of a teacher's commitment to a school, therefore, reflects each of these separable dimensions. Therefore, in determining the level of teachers' commitment to their schools in Ekumfi District, an aggregation of the above three components need to be determined. However, in this study, the individual as well as the net sum of the various commitment dimensions were explored. Therefore, this study sought to investigate the relationship between leadership styles of the full range leadership model and commitment as contained in Meyer and Allen's (1991) model.

METHODOLOGY

The study employed sequential explanatory mixed method approach. The mixed method approach involves combining the tenets of quantitative and qualitative approaches in a single study (Cohen, Manion & Morrison, 2011). As argued by Creswell (2009), one approach alone cannot adequately supply all the answers, and therefore, mixed method helps to explore participants' views in more depth and supports in-depth analysis. This implies that both the quantitative and qualitative approaches have limitations which can be offset by combining approaches. In studying human behavior based on people's perceptions, the mixed method helps to triangulate results with the aim of improving upon the validity of the findings.

Sampling

The study employed a multi-stage sampling method by combining stratified random and convenience sampling techniques. A stratified random sampling was used to select 254 participants from the target population for the quantitative stage of the study. This comprised 32 head teachers and 222 teachers. The stratified random sampling is one in which the population is divided into homogenous groups and a random sample is then selected from each subgroup to ensure that the characteristics of the population is replicated in the sample

(Cohen et al., 2011). Both the head teachers and teachers were categorized based on gender. Convenience sampling was adopted to select 6 head teachers and 8 teachers for the interview phase. Convenience sampling relies on available participants who agree to participate in a study. Scholars like Polit and Beck (2010) argue that for qualitative studies samples are typically small and based on information needs.

Instrumentation

Data were collected by an adapted version of Bass and Avolio's (1995) Multifactor Leadership Questionnaire, Meyer and Allen's (1991) Organizational Commitment Questionnaire, and self-constructed semi-structured interview guide. The questionnaires were structured and required participants to circle only one option to reflect their perception. Kusi (2012) and Adentwi et al. (2010) recount advantages of using questionnaire such as quick analysis, research participants feeling more comfortable in responding to pre-determined responses than items that require them to express their opinions, and anonymity of data collected. The leadership questionnaire with 36-items measured the leadership styles of the full-range leadership model practiced by head teachers on a 5-point likert scale such that 1= Not at all, 2 = Almost Never, 3= Occasionally, 4= Most of the Time, 5= Almost Always. The commitment questionnaire consisted 9-items based on the three commitment dimensions of the study on a 5-point likert scale such that 1= Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree, and 5= Strongly Agree. Indeed, both face and content validation of the instruments were established before the pretesting.

The leadership and commitment questionnaires scored high reliability coefficient of 0.87 and 0.84 respectively. A rationale for the appropriateness of an interview in this study is put forward by Creswell (2003) when he maintains that it allows exploration of variables under investigation in greater detail, and so complements a survey. The semi-structured interview was one-on-one and allowed the researcher to focus on the research questions, yet open up new avenues for further probing to unearth important issues (Ary et al., 2006). With permission from the participants, the conversations were audio taped to ensure a more accurate data representation during transcription and analysis.

Data Analysis

Prior to the analysis quantitative data, the data was cleaned and poorly answered questionnaires were eliminated. The data were entered into the Statistical Package for Service Solution version 20 and explored to identify missing data and outliers. Both descriptive and inferential statistics were used to analyze the quantitative data. Descriptive statistics (mean, standard deviations) was used for the analysis of demographic data. Prior to the analysis, the data was cleaned and poorly answered questionnaires were eliminated. The data were entered into the SPSS version 20 and explored to identify missing data and outliers. Parametric statistics including Pearson Product Moment Correlation and multiple regression were employed to answer the research question and formulated hypothesis at 0.05 alpha level. Transformational, transactional, and laissez-faire leadership styles constituted the independent variables while commitment served as the dependent variable in the regression model. The analysis of the qualitative data was carried out by extracting themes from the responses of the participants.

RESULTS AND DISCUSSION**Relationship between Head teachers' Leadership Styles and Teachers' Commitment in Ekumfi District**

The research question sought to investigate the relationship between head teachers' leadership styles and teacher commitment in the Ekumfi District. Pearson correlation coefficient was used and interpretation of results was based on Devore and Peck's (1993) recommendation that in assessing resultant correlation coefficients, coefficients less than 0.5 represent a weak relationship, coefficients greater than 0.5 but less than 0.8 represent a moderate relationship, and coefficients greater than 0.8 represent a strong relationship. Table 1 below presents the results of the correlation analysis.

Table 1 Pearson Correlation Matrix for Leadership Styles and Commitment

Variables	1	2	3	4	5	6	7	8
Mean	2.94	3.81	3.20	1.82	2.98	3.50	2.63	2.80
Std. Deviation	.38	.54	.40	.82	.78	.95	.92	.94
1. Overall Head teachers' Leadership Style	1	--	--	---	---	---	--	--
2. Transformational Leadership Style	.52*	1	---	---	---	---	---	--
3. Transactional Leadership Style	.74*	.57*	1	---	---	---	--	--
4. Laissez-faire Leadership Style	.68*	-.21*	.17*	1	--	--	--	--
5. Overall Teacher Commitment	.41*	.36*	.43*	.13*	1	--	--	--
5. Affective Commitment	.28*	.34*	.35*	.00	.83*	1	--	--
7. Continuance Commitment	.43*	.26*	.40*	.23*	.81*	.47*	1	--
8. Normative Commitment	.32*	.30*	.33*	.09	.87*	.61*	.57*	1

*Correlation is significant at $p < 0.05$ (2-tailed)

Source: *Fieldwork*, 2014

The Pearson correlation results in Table 1 show that there is a relatively weak but significant positive relationship between overall leadership style and overall commitment ($r=.41$, $p=.00$, 2-tailed), and a weak but significant positive relationship was found between transformational ($r=.36$, $p=.00$, 2-tailed), transactional ($r=.43$, $p=.00$, 2-tailed), and laissez-faire ($r=.13$, $p=.05$,

2-tailed) leadership styles and overall commitment respectively. The relationship between the various leadership styles and the dimensions of commitment were examined and the results in Table 1 reveal a weak but significant positive relationship between transformational leadership style and affective ($r=.34$, $p=.00$, 2-tailed), continuance ($r=.26$, $p=.00$, 2-tailed) and normative ($r=.30$, $p=.00$, 2-tailed) commitments. A relatively weak but significant positive relationship was found between transactional and affective leadership ($r=.35$, $p=.00$, 2-tailed), continuance ($r=.40$, $p=.00$, 2-tailed) and normative ($r=.33$, $p=.00$, 2-tailed) commitments. No correlation was found between laissez-faire leadership style and affective commitment ($r=.00$, $p=.97$, 2-tailed); there is a weak but significant positive relationship between laissez-faire leadership style and continuance commitment ($r=.23$, $p=.00$, 2-tailed), and a weak and insignificant relationship was found between laissez-faire leadership style and normative commitment ($r=.09$, $p=.16$, 2-tailed).

To determine the correlation between the leadership factors and commitment dimensions, Pearson correlation results are presented in Table 2 overleaf. The Pearson correlation results as in Table 2 indicates that there is a weak but significant correlation between idealized influence-attribute and affective ($r=.24$, $p=.00$, 2-tailed), continuance ($r=.22$, $p=.00$, 2-tailed), and normative ($r=.20$, $p=.00$, 2-tailed) commitments while idealized influence-behaviour has a weak but significant relationship with affective ($r=.37$, $p=.00$, 2-tailed), continuance ($r=.28$, $p=.00$, 2-tailed), and normative ($r=.38$, $p=.00$, 2-tailed) commitments respectively. Individualized consideration has a weak but significant correlation with affective ($r=.22$, $p=.00$, 2-tailed), continuance ($r=.19$, $p=.00$, 2-tailed), and normative ($r=.20$, $p=.00$, 2-tailed), and intellectual stimulation has a weak but significant relationship with affective ($r=.24$, $p=.00$, 2-tailed), continuance ($r=.16$, $p=.01$, 2-tailed), and normative ($r=.24$, $p=.00$, 2-tailed) commitments respectively. Similarly, there is a weak but significant relationship between inspirational motivation and affective ($r=.30$, $p=.00$, 2-tailed), continuance ($r=.19$, $p=.00$, 2-tailed), and normative ($r=.22$, $p=.00$, 2-tailed) commitments, and a weak but significant correlation was found between contingent reward and affective ($r=.32$, $p=.00$, 2-tailed), continuance ($r=.22$, $p=.00$, 2-tailed), and normative ($r=.20$, $p=.00$, 2-tailed) commitments.

The results also show that there is a weak but significant relationship between affective ($r=.33$, $p=.00$, 2-tailed), continuance ($r=.23$, $p=.00$, 2-tailed), and normative ($r=.33$, $p=.00$, 2-tailed) commitments, and management-by-exception-passive has a weak but significant relationship with continuance commitment ($r=.24$, $p=.00$, 2-tailed). However, a weak and insignificant relationship was found between management-by-exception-passive and affective ($r=.01$, $p=.87$, 2-tailed) and normative ($r=.08$, $p=.19$, 2-tailed).

Table 1. Pearson Correlation for Leadership Factors and Commitment Dimensions

Variables	1	2	3	4	5	6	7	8	9	10	11
Mean	3.72	3.79	3.61	3.87	4.06	3.59	3.78	2.22	3.50	2.63	2.80
Std. Deviation	.68	.67	.63	.65	.65	.64	.61	.80	.95	.92	.94
1. II-A	1	--	--	--	--	--	--	--	--	--	--
2. II-B	.61*	1	--	--	--	--	--	--	--	--	--
3. IC	.63*	.58*	1	--	--	--	--	--	--	--	--
4. IS	.54*	.51*	.56*	1	--	--	--	--	--	--	--
5. IM	.63*	.56*	.55*	.64*	1	--	--	--	--	--	--
6. CR	.57*	.43*	.60*	.51*	.54*	1	--	--	--	--	--
7. M-B-E-A	.55*	.56*	.55*	.70*	.59*	.49*	1	--	--	--	--
8. M-B-E-P	-.17*	-.07	-.21*	-.18*	-.26*	-.20*	-.19*	1	--	--	--
9. AC	.24*	.37*	.22*	.24*	.30*	.32*	.33*	.01	1	--	--
10. CC	.22*	.28*	.19*	.16*	.19*	.22*	.23*	.24*	.47*	1	--
11. NC	.20*	.38*	.20*	.24*	.22*	.20*	.33*	.08	.61*	.57*	1

*Correlation is significant at $p < 0.05$ (2-tailed)

Source: Field data, 2014

KEY: II-A (Idealized Influence-Attribute); II-B (Idealized Influence-Behaviour);

IC (Individualized Consideration); IS (Intellectual Stimulation); IM (Inspirational Motivation); CR (Contingent Rewards); M-B-E-A (Management-By-Exception-Active); M-B-E-P (Management-By-Exception-Passive); AC (Affective Commitment); CC (Continuance Commitment); NC (Normative Commitment).

Hypothesis

H₀: Collectively, head teachers' demographic factors (sex, age, academic qualification, marital status, tenure) will not significantly affect their leadership style.

H_a: Collectively, head teachers' demographic factors (sex, age, academic qualification, marital status, tenure) will significantly affect their leadership style.

To test this hypothesis, the assumption of multicollinearity was checked and the results are presented in Table 3.

Table 3. Test of Multicollinearity of the Independent Variables

Variables	Tolerance	VIF
Sex	.95	1.06
Age	.64	1.57
Academic qualification	.90	1.11
Marital status	.96	1.05
Tenure	.63	1.58

Source: Field data (2014).

Results of multicollinearity in Table 3 show that the assumption of multicollinearity was not violated thus made the independent variables suitable for multiple regressions. Multiple regression analysis produced some results in Table 4 below.

Table 4: Model Summary of Multiple Regression Results for Demographic Variables and Leadership Styles

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.149 ^a	.02	-.17	.29	.02	.12	5	26	.99

Source: Fieldwork (2014)

The multiple regression results in Table 4 reveal that head teachers' demographic variables (sex, age, academic qualification, marital status, tenure) contributed only 2% variance in the dependent variable (leadership style). In determining statistical significance of the results, Table 5 presents the ANOVA results.

Table 5. ANOVA^b Results for the Regression Factors

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.05	5	.01	.12	.987 ^a
	Residual	2.14	26	.08		
	Total	2.18	31			

Source: Fieldwork (2014)

The ANOVA results shown in Table 5 reveal that the 2% variance was not statistically significant ($F=.12$, $p=.987$). Therefore, the null hypothesis that collectively, head teachers' demographic factors (sex, age, academic qualification, marital status, tenure) will not significantly affect their leadership style is supported.

The data gathered from the participants during the interview sessions suggest that they perceive a relationship between head teachers' leadership style and teacher commitment. In response to whether head teachers' leadership style influences commitment, one of the teachers pointed out that:

Yes in the sense that she involves all of us in the day-to-day administration of the school. This makes me feel that I am part of the school and it increases my interest to work with her (Teacher 1, Interview Data, 2014).

The above statement shows that teachers perceive a relationship between leadership style and commitment. Another teacher also supports the same view thus:

I think every teacher would love to work with a head teacher who takes keen interest in the welfare of his teachers. So the leadership behaviour of head teachers can either increase or decrease teachers' willingness to work with them (Teacher 4, Interview Data, 2014).

The views of the head teachers suggest that they perceive a relationship between leadership style and commitment. A head teacher had this to say:

The way I relate with my teachers through my leadership style determines their commitment level. If I address the needs of the teachers and treat them first and foremost as human beings, they would be motivated to stay in the school. Each of the teachers has different needs, so I have to make sure I observe them carefully to be sure that I meet their peculiar needs (Head teacher 3, Interview Data, 2014).

It could be concluded from the above views that participants perceive leadership styles as vital in enhancing commitment.

DISCUSSION OF RESULTS

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 commitment. This means that teachers' commitment could be heightened indirectly by promoting headteachers leadership style. 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 conducted by Lung (2009), but departs largely from Delden's (2008) findings. It was disclosed that laissez-faire leadership style had a weak but positive association with 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.

The finding revealed that both transactional and transformational styles have a weak but significant positive correlation with affective, continuance, and normative commitments. This

finding is in consonance with Alqudah's (2011) findings. However, laissez-faire leadership had no association with affective commitment, a weak but significant positive relationship was discovered with continuance commitment, and a weak and insignificant association with normative commitment was found. It is not surprising that laissez-faire style has no correlation with affective commitment because affective commitment is intrinsic, and therefore might not be influenced by external factors such as negative leadership style of the head teacher. However, this contradicts the work of Bučiūnienė and Škudienė (2008) where it was established that laissez-faire leadership style was negatively associated with employees' affective commitments.

The finding further revealed that individually, all the factors of transactional and transformational leadership have weak but significant positive correlation with the three commitment dimensions except management-by-exception-passive (negative leadership factor) where it has no relationship with affective commitment, and a weak and insignificant relationship with normative commitment. This is consistent with the work of Bučiūnienė and Škudienė (2008) that transformational leadership correlated positively with employees' affective and normative commitments. This finding suggests that it might be deceptive to conclude that transformational leadership correlates significantly with commitment without an evaluation of all its individual factors. Furthermore, it was found that head teachers' demographic factors (sex, age, academic qualification, marital status, tenure) do not significantly affect the practice of leadership styles. In their study (*Kabeer, Othman, and D Silva, 2012*) concluded in their study that transformational leadership styles do not depend on demographic factors.

RECOMMENDATIONS

1. The study revealed that transactional, transformational, and laissez-faire leadership styles impact significantly on teachers' commitment. Therefore, the Ministry of Education and the Ghana Education Service should organize in-service training for head teachers in the practice of the full range leadership styles to increase commitment levels of teachers so as to retain teachers and improve students' academic performance in the Ekumfi district.
2. The study disclosed that head teachers' demographic factors do not significantly impact on their leadership styles. It is therefore recommended that demographic variables (sex, age, academic qualification, marital status, tenure) should not be considered in the recruitment and selection of head teachers in the Ekumfi District.

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