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The Paradoxical Relationship between Principals' Transformational Leadership Styles and Teachers' Motivation

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Abstract: Leadership and motivation are inseparable. Principals' transformational leadership has been a focus on education for over a decade because of the crucial role it plays in influencing the performance of teachers and students. There is a call for principals who are more transformational and less transactional. Prior research has established that principals who adopt the transformational leadership style can motivate their teachers to ensure the higher academic achievement of students. Nonetheless, there is limited study on the relationship between the transformational leadership styles of principals and teacher motivation in most developing countries such as Ghana. Using the Multifactor Leadership Questionnaire (MLQ 6S), this study investigates the four dimensions of transformational leadership; idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration of teacher motivation in some selected basic schools in Eastern Region, Ghana. Findings indicate that although principals self-reported higher transformational leadership style, it had no significant relationship with teacher motivation. Three of the four dimensions of transformational leadership negatively correlated with teacher motivation ("idealized influence, inspirational motivation, and intellectual stimulation). Teachers also reported low motivation. Further analysis revealed that principals equally practiced the transactional leadership style and less of the laissez-faire leadership style. The laissez-faire leadership style negatively correlated with teacher motivation. School administrators are encouraged to organize more leadership training programs for principals, and ensure teachers are adequately motivated to improve the academic performance of students.

Key-words: transformational leadership; teacher motivation; leadership; job satisfaction; academic performance.

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1. Introduction

Leadership and motivation are inseparable (Le Tellier, 2006). Leadership is the process of motivating a group of people towards the realisation of a common objective (Abdullah, Muhammad, & Nasir, 2019). Le Tellier (2006), in his book, mentioned that school leaders employ motivation to upgrade the efficiency of classroom and school organization. They establish motivational variables in the school and classroom context, and even in the community to ensure continuous school improvement. Principal leadership has been identified as a critical management skill to motivate a group of people towards the attainment of a common goal (Bello, Ibi, & Bukar, 2016). Principals are those who ensure effectiveness and educational change (Cheng & Townsend, 2000). Principal supportive leadership is instrumental in reducing teacher anxiety, isolation, frustration and regulating staff behaviors (Ackah-Jnr, 2018). Ackah-Jnr (2018) believes that motivation plays a key role in leadership and asserts that teachers need "extra motivation". School heads indirectly affect the performance of teachers and students through their leadership practices and behaviors (Heck, Larsen, & Marcoulides, 1990). School leaders who possess an understanding of motivation theory are able to influence the performance of teachers in their schools (Prelli, 2016). Successful leaders indirectly promotes students' learning by motivating their teachers (Leithwood, 2008). Studies have found that there is a relationship between principal's leadership style and teacher motivation (Dou, Devos, & Valcke, 2016; Eyal & Roth, 2011; Ghazala, Riffat-un-Nisa, & Anam, 2015; Ling & Ling, 2012). The motivation, job satisfaction, and performance of teachers is affected by the kind of leadership style that is in place at work (Kiboss & Jemiryott, 2014). Principals who adopt a type of leadership style that provide support for teachers will contribute to the effectiveness of the school (Eranil & Özbilen, 2017). The leadership practices of principals affect teacher job satisfaction and retention (Ladd, 2011). Wasserman et al. (2016) who examined the relationship between principal leadership style and teacher motivation concluded that principal leadership style has an impact on the motivation of teachers, and how they perceive the teaching profession. Leadership should be transformative to survive in complex environment (Balyer & Özcan, 2012). There is a need to maintain transformational leadership among principals (Haj & Jubran, 2016).

Traditionally, leadership in Ghana is not a new concept (Williams, 2011). Leadership plays an important role in different and complex social structure of most societies in the country (Dampson, Havor, & Laryea, 2018). School leadership in Ghana is very important and ought to be transformative in nature (Afful-Broni, 2004). One major problem facing the Ghana Education Service (GES) is school leadership and this has affected the performances of

basic schools in the country (Edwards & Aboagye, 2015). Donkor (2015) who examined the leadership preparedness in Ghana basic schools found out that in all the thirty-eight (38) training institutions in Ghana, pre-service teachers are not taught school leadership as a full course in Ghana. This suggests that pre-service teachers who will eventually become basic school leaders in the future are not adequately equipped to assume leadership roles in basic schools in Ghana. The poor performance of students in the West African Examination Council's (WAEC) Basic Education Certificate Examination (BECE) in Ghana has led to a public outcry on school leadership in the country (Edwards & Aboagye, 2015). It is also found in another study that principals' leadership style used in the colleges of Ghana is to inspire a shared vision in teachers, but practices are weak (Atakora, 2019). Edwards & Aboagye (2015) believes that leadership should be capable to bring about efficiency and results, and should be full of countless transformative ideas that ensures high performance of staff and students. Gyasi, Xi, & Owusu-Amponsah (2016) confirmed that headmasters are not well equipped in leadership practices and advocates GES to address the problem in the institutions in Ghana. There is a need to improve school leadership and management in all schools in Ghana (Ministry of Education, 2018). One of the core aims of transformational leadership is to reform low-achievement institutions for it to be effective in the academic and educational setting through motivating workers to be innovative, and providing them with a sense of freedom (Haj & Jubran, 2016). The purpose of this research is to investigate the transformational leadership style used by principals in some selected basic schools in the Eastern Region of Ghana and its relationship with teacher motivation in the view of improving higher performances of teachers and students in Ghana. Findings from the study adds to existing literature on the relationship between principals' transformational leadership style and teacher motivation and address the gap of the subject in the Ghanaian context. The researcher attempts to re-consider transformational leadership used by principals in basic schools in Ghana in motivating teachers towards school improvement, and to emphasize the need of GES to implement leadership courses in training schools in Ghana.

2. Literature Review

2.1. *Principals' Transformational Leadership Style*

Research on transformational leadership have been on the increase over the past three decades in diverse context such as education, military, corporations, and politics (Balwant, 2019). Transformational leadership is considered as one of the most influential leadership models in the field of education (Berkovich, 2016; Crowne, 2019). Transformational leadership is a postmodern leadership approach where the leader is observable and measurable (Ustun, 2018). Transformational Leadership was first introduced

by Bass (1985). A transformational leader refers to a person who comprehend a realistic vision of the future that can be conveyed and shared, motivates subordinates intellectually, and addresses individual differences among subordinates (Balwant, Birdi, Stephan, & Topakas, 2018). Bass (1999) also define a transformational leader as one who has the ability to inspire followers to look beyond personal interests and elevates the subordinates' level of maturity, sense of achievement, well-being for people, organization and community. Traits associated with transformational leadership is exhibiting idealized influence, instilling confidence, respect and trust in organizational members, acting as role models, and expressing faith in organizational members (Al-husseini & Elbeltagi, 2018; Crowne, 2019). Sharma, Nagar, & Pathak (2012) asserts that a transformational leader encourages team work, is sensitive to the needs of followers, and tolerate diversity.

According to Bass (1985, 1990, 1999) and Avolio & Bass (2004), there are four dimensions of transformational leadership, namely; *charismatic behavior, inspirational motivation, individualized consideration, and intellectual stimulation*. Bass termed charismatic behavior as idealized influence. Both *idealized influence* and *inspirational motivation* entails designing a better future for the organization, and articulating how it can be attained, setting examples and high standards of performance to be followed, and exhibiting determination and confidence. *Individualized consideration* is depicted by giving attention to the developmental needs of subordinates, supporting them, and coaching their development Lastly, *intellectual stimulation* involves encouraging followers to be creative and innovative. Transformational leadership is also associated with four other concepts; challenging the process, modelling the way, inspiring followers, encouraging the heart, and empowering followers through shared vision and trust (Curtis, De Vries, & Sheerin, 2011; Kouzes & Posner, 2002). Transformational leadership theory emphasizes on reconstructing and transforming schools to meet the educational demands of the 21st century (Berkovich, 2016). Transformational leaders challenge themselves and their followers to achieve success in the organization (Crowne, 2019). They also challenge the practical approaches to problems and the status quo, and take risks (Lowe, Kroeck, & Sivasubramaniam, 1996).

Transformational leaders embrace dynamism, uncertainty, and complexity while building relationship that hinges on trust and shared vision (Clancy, Ferreira , Rainsbury, Rosenau, & Lock, 2017). Principals consider transformative leadership as significant (Balyer & Özcan, 2012). Transformational leadership is for those principals who can create conditions to pioneer a school to a new level (Yang, 2014). Teachers who work under principals who adopts the transformational leadership style are often satisfied and motivated to accomplish their tasks (Layton, 2003). Transformational leadership is applicable in the instructional context, helps to develop students

ability to generate ideas and examine situations critically (Pounder, 2003; Pounder, 2008). There is a relationship between transformational leadership exhibited by teachers in teaching and student motivation and learning (Noland & Richards, 2014). Although all leadership styles have some kind of influence on teachers and students' academic achievement, the transformational leadership style is considered to be the most efficient in reforming and restructuring schools (Gyasi, Xi, & Owusu-Ampomah, 2016). There's a correlation between transformational leadership and quality of work (Kallapadee, Tesaputa, & Somprach, 2017). Transformational leadership is a crucial element for innovation (Aguas, Zapata, & Arellano, 2017). Atakora (2019) is one of the few researchers who concluded in his study that transformational leadership has no direct impact on the job satisfaction of teachers, but fringe benefits, professional development, salary, and working environment.

2.2. *Teacher Motivation*

Teacher motivation is simply the desire to teach and an individual's interpersonal style toward students when teaching (Gagne, 2014). Teacher motivation includes the practices they employ to ensure students' determination which ultimately leads to their success (Collie, Granziera, & Martin, 2019). Teacher motivation underpins teacher professional teaching practices and engagements (Thoonen, Sleegers, Oort, Peetsma, & Geijsel, 2011). In diverse cultures, teacher motivation has been linked to teaching quality, teacher commitment, and engagement which tend to influence students' outcomes in the classroom (Klassen, Al-Dhafri, Hannok, & Betts, 2011). To ensure teachers well-being and effective learning, there is a need to provide support (motivation) for teachers (Durksen, Klassen, & Daniels, 2017). Motivated teachers tend to be better performers in instructing students (Afshar & Doosti, 2016). The Ministry of Education assesses teachers' performance by measuring their dedication and commitment (Seniwoliba, 2013). Teacher's performance in contributing to students' success is affected by their motivation (Akuoko, Dwumah, & Baba, 2013). Teachers are vital figures in terms of their ability to motivate students for them to achieve academic success through their motivational strategies (Soenens, Sierens, Vansteenkiste, Dochy, & Goossens, 2012). Teacher motivation is regarded as one of the significant factors that influence students' interest in a particular subject (Keller, Neumann, & Fischer, 2017). Studies have proved that teacher motivation is a critical factor in teachers' commitment to their work and students' lessons at school (Davidson, 2007).

Prior studies have also identified teacher motivation as a decisive factor which is strongly related to students' learning (Klusmann & Richter, 2016). A large-scale survey which was conducted in an Iranian Junior Secondary School revealed that satisfied teachers strikingly differed from their

dissatisfied colleagues. While motivated teachers showed a lot of commitment to teaching, that was not the case for demotivated teachers (Afshar & Doosti, 2016). Another study which investigated the impact of teacher motivation on students' performance in Iran and Russia suggested that there is a significant positive correlation between teacher motivation and students' achievement (Taştan, et al., 2018). Teacher motivation has been also linked to higher educational reform and student motivation (Han & Yin, 2016). Teachers motivate students to ensure high academic performance by engaging interpersonally in their learning, preparing a structure for education, and increasing their autonomy (Ahn, Patrick, Chiu, & Levesque-Bristol, 2018). Mary (2010) also posited that to get the best performance from teachers for students to excel academically, there must be both intrinsic and extrinsic motivational systems for teachers. She noted job satisfaction, promotion, career achievement to be examples of intrinsic motivation, and salary, free meals, allowances to be examples of extrinsic motivation.

In order to highly motivate teachers, they should be adequately remunerated (Nwokeocha, 2017). Students are sometimes motivated to join the teaching profession because of the level of salary (Goller, Ursin, Vahasantanen, & Festner, 2019). Countries who offer high salary to their teachers are likely to contribute positively to students' academic performance and are also expected to have higher achievements at the national level (Akiba, Chiu, Shimizu, & Liang, 2012). Good salary serves as a motivation for academic staffs, including university teachers to be satisfied at work (Osakwe, 2014). Teachers play a crucial role in students' performance, better pay leads to higher motivation and satisfaction of teachers (Wamitu, 2018). Financial incentive is a mechanism that should improve the quality of teaching. In 2005, the Teacher Law was passed in Indonesia to address the weakness in teacher effectiveness, poor levels of pay and low motivation. Huge incentives were introduced to give certified teachers a professional allowance However, financial incentives may not be associated with improved learning (Ree, Al-Samarrai, & Iskandar, 2012). Though some researchers argue that monetary incentives improve performance and learning, recent studies with large samples suggest that it only increase performance quantity but not quality. Thus, in some way, monetary incentives are ineffective (Hulleman & Barron, 2010).

An important construct in teacher motivation research is teacher self-efficacy (Cobanoglu & Capa-Aydin, 2019). Teacher self-efficacy is a predictor of teaching practices, and to the extent to which a teacher will be involved in a classroom even when faced with challenges (Elisa Oppermann, Martin Brunner, & Yvonne Anders, 2019; Sarac & Aslan-Tutak, 2017). The academic achievement of students and the job satisfaction of teachers are impacted by teacher self-efficacy (Korte, 2018; Ninkovic´ & Floric´, 2018). Teachers with low self-efficacy are one of the contributing factors of teacher

attrition (Brown, Lee, & Collins, 2014; McKim & Velez, 2015) while high teacher self-efficacy is linked with teacher career commitment, teacher job satisfaction, student achievement, and teacher retention (Hancock & Scherff, 2010; Kelly & Northrop, 2015).

One deciding factor in teacher motivation has been identified as the interpersonal relationship between the teacher and his students (Hagenauer, Hascher, & Volet, 2015). The researchers found out that students who formed a positive relationship with their teachers made their teachers joyful, whereas negative relationships between students and their teachers made their teachers angry. Also, when students form good relationships with their teachers, they can navigate their way through school and improve their academic performance (Valientea, Julia , Swansona, Bradley, & Groh, 2019). Haruthaithanasan (2018) found out that educational reforms affect teacher motivation, and teacher motivation affects students' academic achievements. According to him, when teachers are in positive school environments, it promotes the academic performance of students. Teachers in supportive school climates are often kind, warmhearted, and friendly, and are more likely to provide useful feedback to their students.

2.3. Prior Research on Principals' Transformational Leadership Style and Teacher Motivation

Transformational leadership style is associated with greater teacher motivation, effort, and commitment (Berkovich & Eyal, The mediating role of principals' transformational leadership behaviors in promoting teachers' emotional wellness at work: A study in Israeli primary schools, 2016). Principals who practised the transformational leadership style increase teacher motivation and commitment (Raman, Mey, Don, Daud, & Khalid, 2015). School improvement is less likely to occur when there is no teacher motivation and trust between teachers and principals (Eliophotou-Menon & Androula, 2016). Eyal and Roth (2011) showed that transformational leadership style is positively associated with teacher motivation while transactional leadership style is negatively linked to teacher motivation. Alfahad, Alhajeri, & Alqahtani (2013) investigated whether there is a relationship between principal's leadership style and teacher achievement motivation. Their study revealed that both transformational and transactional leadership style motivated teachers to achieve educational goals. According to them, transformational leaders motivate teachers through task achievement while transactional leaders motivate teachers through bonuses and punishment. Practising transformational leadership ends in the job satisfaction of teachers (Griffith, 2004). Cemaloğlu, Sezgin, & Kılınç (2012) in their study found that there is a relationship between the transformational and transactional leadership style of principals and teacher commitment in an organization. Both transformational and transactional principal leadership

styles have a positive relationship with teacher job satisfaction, however, transformational leadership style was found to be closely correlated to teacher job satisfaction (Nazim & Mahmood, 2016). Transformational leadership and teacher job satisfaction are closely related (Haj & Jubran, 2016). Cerit (2009) found that there is a positive correlation between servant leadership style and teacher commitment, job satisfaction, and improved student learning. Laissez-faire leadership style was also found to be negatively correlated to teacher motivation (Kadi, 2015). However, Eres (2011) and Gallmeier (1992) found a contrasting result which suggests that the leadership style of a principal has no correlation with teacher motivation.

Leaders who adopt the transformational leadership style are able to perceive the needs of followers (such as teachers) and use it to motivate them (Balyer & Özcan, 2012). Transformational leaders motivate and influences organization members to build trust and confidence in the organization (Kallapadee, Tesaputa, & Somprach, 2017). There is a need for principals to improve their transformational leadership to increase the morale of members, motivate staffs, and improve their satisfaction having the overall objectives of the school in mind (Yang, 2014). The emotional intelligence of followers is linked with transformational leadership (Aguas, Zapata, & Arellano, 2017). A study conducted in Greece revealed that teachers felt more satisfied when their principals practised the transformational leadership style as opposed to other leadership styles. By motivating teachers to work towards the fulfilment of school objectives and giving them extra attention, principals using the transformational leadership style makes their teachers satisfied (Aydin, Sarier, & Uysal, 2013). Sayadi (2016) also found that principals' transformational leadership plays an essential role in the intrinsic and extrinsic motivation of teachers (Sayadi, 2016).

3. Methodology

3.1. *Research Design*

A quantitative research design was used to investigate the relationship between principals' transformational leadership styles and teacher motivation. A non-experimental correlational design was used to study the relationship between the two constructs. Correlational research design is an aspect of quantitative study in which researchers use "correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores" (Creswell, 2018, p. 338). A non-experimental correlational design, also known as ex-post facto design examines conditions that have already occurred and investigate relationships between these circumstances, behaviors, and characteristics (Leedy & Ormrod, 2010). This approach was chosen because the researcher does not manipulate directly the characteristics that serves as independent and

dependent variables in the study since their manifestations had already occurred (Cohen, Manion, & Morrison, 2007).

3.2. *Research Questions*

1. How do principals perceive their transformational leadership attributes?
2. How do teachers perceive their motivation as professionals working in the GES?
3. The main research question leading this investigation is to: Examine the relationship between principals' transformational leadership and teacher motivation in the view of improving the academic performance of students in the basic schools of Ghana.

This question seeks to investigate how the four dimensions of transformational leadership (Bass, 1985, 1990, 1999) are related to the intrinsic and extrinsic motivation of teachers in ensuring higher academic achievement of students in Ghanaian basic schools.

a. What is the relationship between idealized influence and teacher motivation?
b. What is the relationship between inspirational motivation and teacher motivation?
c. What is the relationship between individualized consideration and teacher motivation?
d. What is the relationship between intellectual stimulation and teacher motivation?

3.3. *Hypothesis*

- H0. There is no statistically significant relationship between idealized influence and teacher motivation.
- H01.There is no statistically significant relationship between inspiration motivation and teacher motivation.
- H02. There is no statistically significant relationship between individualized consideration and teacher motivation.
- H03. There is no statistically significant relationship between intellectual stimulation and teacher motivation.

3.4. *Study Population and Sampling*

The study was conducted in Nsawam-Adoagyiri Municipal Assembly in the Eastern Region of Ghana. The municipal has 51 basic schools, 54 principals, and 1,746 teachers. The target population consisted of all school principals and teachers in the municipal assembly. Two sampling techniques were used. First, purposive sampling was used to select 5 schools whose

principals practised the transformational leadership style and have at least five years of working experience at the school. Random sampling technique was used to select 20 teachers from each of the 5 schools. In all, 5 principals and 100 teachers were used in the study. Teachers included in the study were those who had spent at least two years at the school as a professional teacher at the Ghana Education Service (GES). This will enable teachers to effectively assess the intrinsic and extrinsic motivational variables at play in their schools and affecting them as professionals under the GES.

Personal Information	Frequency	Percentage
Gender		
Male	44	44.0
Female	56	56.0
Total	100	100.0
Age		
25-34	43	43.0
35-40	30	30.0
41-55	20	20.0
56-60	7	7.0
Total	100	100
Marital Status		
Married	59	59.0
Single	41	41.0
Total	100	100.0
Education Level		
Diploma	29	29.0
Bachelor's	53	53.0
Master's	18	18.0
Total	100	100.0
Years in Service		
1-10	40	40.0
11-20	37	37.0
21-30	23	23.0
Total	100	100.0

Table 1. Demographic Characteristics of Participants (Teachers)

The above table shows the demographic information about the "teacher" participants. The number of males was 44 whereas females were 56. The number of teachers between age 25-34 was 43, 35-40 were 30, 41-55 were 20, and 56-60 were 7. Also, 59 of the teachers were married while 41 were single. By educational level, 29 of the teachers had a diploma, 53 had bachelor's, and 18 had Master's. The number of teachers having 1-10 years of teaching experience was 40, 11-20 years of teaching experience were 37, and 21-30 years of teaching experience were 23.

3.5 *Measures*

Transformational Leadership**:** Data on principals' transformational leadership style were collected using the Multifactor Leadership Questionnaire (MLQ6S), which was originally developed by Bass (2004). MLQ (6S) is a free and self-assessment leadership scale containing 21 items that highlights 7 factors of leadership styles. The scale comprises of four subscales measuring the elements of transformational leadership used by principals (*idealized influenced, inspirational motivation, individualized consideration, and intellectual stimulation*), two subscales of transactional leadership (*contingent reward, management-by-exception*), a subscale of *Laissez-faire leadership* (a type of non-leadership style where the leader abandons duties and avoid taking decisions). It is a five Likert scale that differentiates the response of participants ranging from 1 (strongly agree) to 5 (strongly disagree). The scale is widely used by researchers worldwide. It has been validated as having a good internal consistency (a Cronbach's Alpha value of 0.845) (Costache, 2018).

Teacher Motivation: The Teacher Motivation Assessment Scale (TMAS) developed by Obunadike (2013) was used to collect information on how teachers perceived their level of motivation. The scale was validated in Nigeria using three universities and is known to have a good internal consistency with a Cronbach's alpha value of 0.74. It is a four-point Likert scale consisting of 22 items with rating options ranging from strongly agree (4) to strongly disagree (1). The scale is designed to measure 5 motivational constructs; attitude, reward, commitment, punishment and interest. The researcher self-designed items to collect the demographic data of the teachers based on their age, gender, education level, and number of years in service.

3.6. *Procedures*

After the consent of the Municipal Education Office was gained, an introductory letter was sent to each principal of the 5 selected schools detailing the purpose of the study. The Multifactor Leadership Questionnaire (MLQ6S) was administered to the 5 principals of the selected schools for them to assess how they perceived their transformational leadership attributes. The Teacher Motivation Assessment Scale (TMAS) was sent to the 100 randomly chosen teachers to assess how they perceive their motivation as professionals working under the GES in their schools.

3.7. *Data Analysis*

The Statistical Package for Social Science (SPSS) 20.0 was used to analyze the quantitative data collected. Descriptive statistics were used to analyze the first two research questions ("How do principals perceive their transformational leadership attributes?", and "how do teachers perceive their motivation as professionals working in the GES?") while correlational

analysis was used to gain insights to the third research question ("What is the relationship between principal transformational leadership attributes and teacher motivation?"). To test the null hypothesis, statistical significance was set at p=0.05. The scores were presented in number, minimum, maximum, mean, and standard deviations.

4. Results

1. How do principals perceive their transformational leadership attributes?

Leadership Dimension		Number of respondents	Mean	Standard deviation
1.	**Idealized Influence**	**5**	**3.53**	**.38**
a.	I make others feel good to be around me	5	3.60	.54772
b.	Others have complete faith in me	5	3.40	.54772
c.	Others are proud to be associated with me	5	3.60	.54772
2.	**Inspirational Motivation**	**5**	**3.47**	**.18**
a.	I express with a few simple words what we could and should do	5	3.40	.54772
b.	I provide appealing images about what we can do	5	3.60	.54772
c.	I help others find meaning in their work	5	3.40	.54772
3.	**Intellectual Stimulation**	**5**	**3.47**	**.18**
a.	I enable others to think about old problems in new ways	5	3.40	.54772
b.	I provide others with new ways of looking at puzzling things	5	3.60	.54772
c.	I get others to rethink ideas that they had never questioned before	5	3.40	.54772
4.	**Individual Consideration**	**5**	**3.53**	**.18**
a.	I help others develop themselves	5	3.60	.54772

b.	I let others know how I think they are doing	5	3.60	.54772
d.	I give personal attention to others who seem rejected	5	3.40	.54772
5.	**Contingent Reward**	**5**	**3.53**	**.29**
a.	I tell others what to do if they want to be rewarded for their work	5	3.40	.54772
b.	I provide recognition/rewards when others reach their goals	5	3.60	.54772
c.	I call attention to what others can get for what they accomplish	5	3.60	.54772
6.	**Management-bye-exception**	**5**	**3.47**	**.38**
a.	I am satisfied when others meet agreed-upon standards	5	3.60	.54772
b.	As long as things are working, I do not try to change anything	5	3.80	.44721
c.	I tell others the standards they have to know to carry out their work	5	3.00	.70711
7.	**Laissez-faire leadership**	**5**	**2.30**	**.47**
a.	I am content to let others continue working in the same ways always	5	1.60	.54772
b.	Whatever others want to do is OK with me	5	1.80	.83666
c.	I ask no more of others than what is absolutely essential	5	3.60	.54772

Table 2. Descriptive statistics of the leadership style of principals

Overall, the five principals self-reported that the transformational leadership dimension which they practised the most were "idealized influence" (M=3.53, SD=0.38) and "individual consideration" (M=3.53, SD=0.18), followed by "inspirational motivation" (M=3.47, SD=0.18) and "intellectual stimulation"(3.47, SD=0.18) based on the scores attained on a

four-point Likert scale on the four dimensions of transformational leadership. Additionally, scores were generated on their transactional leadership style (contingent reward and management-bye-exception) and laissez-faire leadership style. The scores obtained were; contingent reward (M=3.53, SD=0.29), management-by-exception (M=3.47, SD=0.38), and laissez-faire leadership (M=2.30, SD=0.47). The means scores suggest that the principals perceived they equally practised both the transformational leadership and transactional leadership style but less of laissez-faire leadership style.

2. How do teachers perceive their motivation as professionals working in the GES?

Teacher Motivation Assessment Sub-Scales					
	N	**Minimum**	**Maximum**	**Mean**	**Std. Deviation**
Attitude	100	1.00	4.00	2.34	.48659
Commitment	100	1.25	3.75	2.44	.54802
Reward	100	1.00	3.60	2.23	.57516
Punishment	100	1.20	4.00	2.48	.54003
Interest	100	1.00	4.00	2.29	.58354

Table 3. Descriptive statistics of teacher motivation

Generally, teachers reported low motivational levels. The descriptive statistics indicate that the average scores for attitude (M=2.34, SD=0.49), commitment (M=2.44, SD=0.55), reward (M=2.23, SD=0.58), punishment (M=2.48, SD=0.54), and interest (M=2.29, SD=0.58) are low. This means that the basic school teaches attitude and commitment towards the profession are low. Furthermore, reward and punishment systems put in place by educators are not effective in improving the motivation of the teachers. Also, strategies by administrators to keep the teachers interested in the profession are low. However, teachers reported improved motivation on the "punishment" dimension than all other dimensions of the Teacher Motivation Assessment Scale (TMAS).

Subscales of TMAS	**N**	**Strongly Disagree**	**Disagree**	**Agree**	**Strongly Agree**	**Total**
			Frequency			
1. Attitude						
a. Adequate facilities are made available to enhance our job performance		8	39	52	1	
b. There is a fair		6	46	46	2	

	consideration for all teachers in assignment of responsibilities						
c.	The government and school authority, usually stimulate and encourage teachers to greater work efficiency	100	14	35	46	5	100
d.	Conditions of service for teachers are stream-lined to enhance their performance		28	45	22	5	
2.	**Commitment**						
a.	The authority provides enough incentives to challenge teacher productivity		41	38	20	1	
b.	Teachers are allowed to express their feeling about their jobs		9	25	60	6	
c.	There is approval for teachers who apply for in-service training		4	27	55	14	
d.	Teachers are usually given assistance in solving their personal problems		13	32	43	12	
3.	**Reward**						
a.	Adequate leisure activities/programs are enjoyed by teachers		11	27	44	18	
b.	Teachers receive adequate commendation		27	39	27	7	

	for jobs well done				
c.	Teachers who go for further studies are recognized by the authority through instant promotion or higher rank when they successfully complete their studies	23	41	24	12
d.	Teachers are promoted regularly without prejudice	22	38	26	14
e.	Teachers are paid monies to enable them attend seminars and workshops	48	35	11	6
4.	**Punishment**				
a.	Usually, there is poor human relationship between teachers and the school authority	11	25	39	25
b.	Basic allowances accruing from extra duties are not made available to teachers	13	18	45	24
c.	Erring teachers are not included in school activities that yield money to participants	28	30	32	10
d.	Teachers are deprived compensations that are due to them	15	44	30	11
e.	Teachers are denied up-to-date	23	38	35	4

	information about their jobs				
5.	**Interest**				
a.	The authority often uses constructive criticism in correcting defaulting teachers	28	20	44	8
b.	Teachers' social status are often compromised	19	37	33	11
c.	Teachers enjoy adequate welfare scheme	15	51	25	9
d.	There is a special package for teachers whose students excel in examinations	25	33	36	6

Table 1. Frequencies of teacher response to TMAS

Analyzing the data descriptively, in the area of "attitude", a significant amount of the teachers believed that there were adequate facilities in the school to enhance their job performance. There was no difference between the teachers who disagreed and agreed that there is a fair consideration for teachers in terms of the assignment of tasks. Strikingly, a greater amount of the teachers reported that the working conditions of the profession are poor. As regards "commitment", most teachers believed incentives to challenge their productivity was low. However, more than half of the teachers asserted that they are able to express their feelings about their work. Approval for teachers to partake in in-service training and assistance given to teachers by school leaders were all inadequate. When it comes to "reward", close to half of the teachers were of the opinion that they enjoyed adequate leisure activities, but commendations on their jobs were minimal. The number of teachers who disagreed promotion opportunities was readily available outweighed those who agreed that there are opportunities for teachers to be promoted. Looking at "punishment", ample of the teachers agreed that there were good human relationships at their schools and basic allowances were made available. In terms of "interest", what stands out is that, more than half of the teachers disagreed that they enjoy adequate welfare scheme, and that their social status is low.

3. The relationship between principals' transformational leadership and teacher motivation

		Teacher Motivation
Transformational Leadership Attributes	Pearson Correlation (r)	.596
	Sig. (2-tailed)	.289

Table 5. Correlation between transformational leadership attributes and teacher motivation

		Teacher Motivation
Multifactor Leadership Attributes	Pearson Correlation (r)	-.630
	Sig. (2-tailed)	.255

Table 6. Correlation between multifactor leadership attributes and teacher motivation

Correlational analysis demonstrates no significant relationship between the four attributes of transformational leadership (*idealized influenced, inspirational motivation, individualized consideration, and intellectual stimulation*) and teacher motivation. Additionally, "table 6" reveals that there is a negative correlation between the multifactor leadership attributes of principals and teacher motivation. Statistical test with significance level set at p=0.05 was computed.

Transformational Leadership Dimension	**Pearson (r)**	**Sig. (p)**
Idealized Influence	-.648	.237
Inspirational Motivation	-.128	.838
Intellectual Stimulation	-.267	.664
Individual Consideration	.267	.664

Table 7. Correlation between transformational leadership dimensions and teacher motivation

The table shows the magnitude of correlation coefficient (Pearson, 'r") between each of the four dimensions of transformational leadership style and teacher motivation. Significant level was set at p=0.05. The results indicate a negative relation between "idealized influence", "inspirational motivation", "intellectual stimulation" and teacher motivation (r = -0.648, p=0.237, r = -0.128, p=0.838, r= -0.267, p=0.664, respectively). There was a positive but not statistically significant relationship between "individual consideration" and teacher motivation (r = 0.267, p=0.664). Correlational analysis done on each of the four transformational leadership attributes and teacher motivation shows that there is no statistically significant relationship between the transformational leadership style of principals and teacher motivation. This means that all the null hypothesis (H0, H01, H02, H03) were maintained.

		Attitude	**Commitment**	**Reward**	**Punishment**	**Interest**
Idealized Influence	Pearson Correla-tion	**-.480**	**-.747**	**-.813**	**-.628**	**-.615**

	Sig. (2-tailed)	.413	.147	.094	.257	.269
Inspirational Motivation	Pearson Correlation	**-.389**	**-.389**	**-.247**	**.050**	**-.320**
	Sig. (2-tailed)	.518	.518	.689	.936	.599
Intellectual Stimulation	Pearson Correlation	**.444**	**.167**	**-.247**	**-.452**	**-.120**
	Sig. (2-tailed)	.453	.789	.689	.444	.847
Individual Consideration	Pearson Correlation	**-.444**	**-.167**	**.247**	**.452**	**.120**
	Sig. (2-tailed)	.453	.789	.689	.444	.847
Contingent Reward	Pearson Correlation	**.748**	**.408**	**.043**	**-.185**	**.196**
	Sig. (2-tailed)	.146	.495	.945	.766	.752
Management-bye-exception	Pearson Correlation	**.347**	**.347**	**.559**	**.266**	**.808**
	Sig. (2-tailed)	.567	.567	.327	.666	.098
Laissez-faire leadership	Pearson Correlation	**-.645**	**-.968****	**-.888***	**-.876**	**-.388**
	Sig. (2-tailed)	.239	.007	.044	.052	.519

Correlation is significant at the 0.01 level (2-tailed).**
Correlation is significant at the 0.05 level (2-tailed).*

Table 8. Correlation between Multifactor Leadership dimensions and Teacher Motivation sub-scales

The results show that there is a negative correlation between "idealized influence" and all five subscales of teacher motivation; "attitude" (r = -4.80), "commitment" (r = -0.747), "reward" (r = -0.813), "punishment" (r = -0.628), and "interest" (r = -6.15). A negative correlation exists between "inspirational motivation" and four subscales of teacher motivation; "attitude" (r = -0.389), "commitment" (r = -0.389), "reward" (r = -0.247), and "interest" (r = -0.320). A negative correlation exists between "intellectual stimulation" and three subscales of teacher motivation; "reward" (r = -0.247), "punishment" (r = -0.452), and "interest" (r = -0.120). Finally, a negative correlation exists

between "individual consideration" and two subscales of teacher motivation; "attitude" (r = -.444), "commitment" (r = -0.167).

Also, there is no statistically significant relationship between principal transactional leadership style (contingent reward and management-bye-exception) and teacher motivation. However, there is a statistically significant negative relationship between principal laisses-faire leadership style and two dimensions of teacher motivation ("commitment", Pearson "r" = -0.968, and "reward", Pearson "r" = -0.888).

5. Discussion

The study aimed to investigate the relationship between principals' transformational leadership style and teacher motivation. Findings from the study revealed that there was no significant relationship between principal transformational leadership style and teacher motivation even though evidence exists that there is a statistically significant relationship between the two variables (Alfahad, Alhajeri, & Alqahtani, 2013; Berkovich & Eyal, 2016; Eyal & Roth, 2011; Eliophotou-Menon & Androula, 2016; Griffith, 2004; Raman, Mey, Don, Daud, & Khalid, 2015). However, the results of the study are consistent with few other studies which also found no significant relationship with transformational leadership style and teacher motivation (Eres, 2011; Dale, 2012; Drakpa, 2018) . This suggests that it is possible for teachers to record low motivational levels even when led by transformational leader. Who found a weak negative relationship between transformational and leadership and teacher motivation opined that teacher motivation decreased as transformational leadership decreased (Reynolds, 2009). Leong & Fischer (2010) in discussing the research by Eres (2011) in Turkey opined that a plausible reason for this findings is that transformational leadership in eastern cultures is weak. Thus, transformational leadership is contextual. Atakora (2019) found out that although leaders in Ghana employed the "shared vision" type of leadership, leaders rarely put it into practice.

Further analysis revealed that there was no or little difference between the transformational leadership style used by principals and their transactional leadership styles. Also, principals practised less of the laissez-faire leadership style. Since several studies (Eyal & Roth, 2011; Kunter et al, 2013; Nazim & Mahmood, 2016; Kriegbauma et al., 2019) have revealed that transactional leadership is more prone to teacher burnout and stress than transformational leadership, this could be a plausible reason why no significant relationship exists between transformational leadership style and teacher motivation in the study.

The low motivation of teachers in Ghana has been attributed to leadership and supervisory practices, low remuneration, less chance for promotion, unfavorable educational policies, low salaries, poor working

conditions, and low occupational status (Akuoko, Dwumah, & Baba, 2013; Atakora, 2019; Bennell & Akyeampong, 2007; Bennell, 2004; Salifu, Barriers to teacher motivation for professional practice in the Ghana education service, 2014). Findings from the teacher motivation survey indicate that teachers believe their welfare is not taken into consideration. Although the Ministry of Education ([MOE] 2017) asserted that they have recognized that teachers are integral to quality education and all policies (provision of incentives for teachers, pay their arrears, provide affordable houses, give teachers opportunities for professional development, restoration of trainee allowances, among others) on education will be teacher-centred in the next four years, teachers in Ghana still feel their welfare is not taken into consideration (Awuah , 2019). Also, teachers were of the opinion that their social status is compromised. Since social significance is one of the main motivators of entering the teaching profession (Berger & D'Ascoli, 2012) and teachers obtain satisfaction from high-order needs, including social relations and respect (Salifu & Agbenyega, 2013), it is imperative for school administrators and educators to establish mechanisms that would elevate the teaching profession.

6. Conclusion/Implications

The study results revealed that principals perceived that their transformational leadership were high, however, the teachers perceived their motivation to be low. Correlational analysis found out that there is no significant relationship between principals' transformational leadership style and teacher motivation, and a negative relationship between overall multifactor leadership attributes of principals and teacher motivation. This finding is in contrast with myriads of evidence that exists in literature that there is a significant relationship between transformational leadership and teacher motivation. This makes this study an isolated case among many studies. As already revealed, some of the plausible factors (i.e. incentives and educational policies) accounting for the low motivation of teachers may not be directly related to the transformational leadership style of principals. However, the results from the multifactor leadership questionnaire indicate that principals should improve upon their transformational leadership attributes like "idealized influence" and "inspirational motivation". It is imperative for principals to put into practice the transformational leadership style as they self-reported. Policymakers and school administrators should organize more leadership training programs for principals, inculcate leadership courses in the curriculum of teacher training institutions in the country, and also ensure teachers are adequately motivated to increase their productively, which ultimately improve the academic performance of students (Alam & Farid, 2011; Keller, Neumann, & Fischer, 2017).

7. Recommendations

The purposive sampling was used to select 5 schools out of 51 schools in the municipality. This means that the large sample size of the country made it impossible to collect data from all the target population. Future researchers are encouraged to carry out a similar research in the municipality using many schools which will help in the reliability, validity, and generalizing of the findings obtained.

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