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Leadership Practices of Principals of Colleges of Education and Their Influence on Job Satisfaction of Tutors in Ghana

Peter Ofori Atakora

College Principal, Department of Education, Texila American University, Guyana, South America

Abstract:

The role of Principals in colleges of education are very central to the success of these colleges. Based on a study with 184 tutors and eight (8) college principals who were sampled using proportionate stratified sampling, simple random sampling and purposive sampling techniques, this study assesses the impact of leadership practices of Principals on job satisfaction levels of tutors in the Ashanti Region of Ghana. The study showed that the most adopted leadership practice among the Principals was inspire a shared vision, with challenge the process being the least adopted practice. Besides, among the leadership practices, there was only a moderately positive correlation between inspire a shared vision leadership practice and job satisfaction levels. This means that increasing the level of adoption of this leadership practice will increase the job satisfaction levels of tutors. The study recommends that policy makers in collaboration with the Human Resource Department of the colleges should organize programmes that will equip Principals to inspire a shared vision.

Keywords: Leadership practices inventory, job satisfaction, Principals, Tutors, colleges of education, Ashanti Region, Ghana

1. Introduction

Principals of the colleges of education are central in the adoption of appropriate measures that can be harnessed to influence teachers, students as well as parents to achieve the goals of the Ministry of Education. According to Cheng and Townsend (2000), principals bring about education change and effectiveness. Given the important roles associated with leadership, a principal of a college is challenged to create a sensational influence in the accomplishment of set goals. They should put in place measures that will enhance teachers' job satisfaction to improve students' performance. The assumption is that educational leaders have the highest ability and capacity to influence school-based factors that contribute to teacher satisfaction, which is primarily a product of leadership (Dinham and Scott, 1997). Hoy and Miskell (2008) have indicated that effective leadership entails both instructional and administrative strategies required to implement change processes. Whitaker (1997) argued that a key element of an effective school is an effective head. This presupposes that successful principals are measured by the extent to which their colleges have attained the stated goals. This stance is collaborated by Griffin and Bateman (1986) that leadership practices have an immense and steady influence on teachers' job satisfaction.

According to Heck et al., (1990), the behaviours and practices of the head of a school have an indirect impact on teachers and students' achievement. They further explained that even though heads do not go to the classroom to teach, they influence teaching as well as all other classroom practices. This is done through creation of vital decisions, provision of needed tools to accelerate instruction and assessment of students' performance and progress. This explains why Fook (2004) referred to principals of colleges as sense makers and agents of change. The belief is that principals are charged to improve everyday teaching and learning to meet global standards. Another side that holds clear is that leadership is not a concept for self but it should be rightly perceived by followers. Miller (1995) has argued that a successful principal does not only articulate clear goals or exercise strong educational leadership but also holds high expectations of teachers. Ladd (2011) also observed that the leadership practices of principals influence the job satisfaction and retention of teachers. This is supported by Shieh et al., (2001), that tutors become dissatisfied with their work if their principals fail to provide effective leadership. Delgado (1999) thus argued that teachers enter the classroom with excitement and anticipation, but experience failures if not given proper support. The implication is that the success of colleges depends on how effectively principals use their leadership (Gerhardt, 2004). If the principals have an effective leadership style, they can produce a positive climate in the school. Fisher (2005) thus affirms that any school will excel if the leadership practices of the principal foster good practices and strategies. Heller et al., (1993), thus found that teachers' job satisfaction relates to their principals' friendliness, warmth, support and rapport with the teachers, and the principals' attitude in general.

An exploration of the literature indicates that there seems not to be much literature on how tutors perceive their principals' leadership practices and how this perception relates to their job satisfaction. In earlier studies, a positive correlation has been established between leadership and job satisfaction of teachers. These studies have been carried out both within the Ghanaian context and in other jurisdiction (e.g. Leithwood, et al., 2008;2006). However, the few studies on

leadership practices in higher educational institutions in Ghana seem to provide research and findings that have implications for leadership, rather than to propose a systematic way to practicing it. Also, the studies appear to overlook how principals of colleges of education can get the chance to reflect on the attributes of effective leadership, their own strengths as a leader, and areas for further development and opportunities for continuous learning. As a result, this study, unlike earlier studies that concentrated on theoretical aspects of leadership (Afful-Broni, 2004) and leadership styles categorization (Owusu-Mensah et al., 2014), involves leadership practices inventory. It is thus aimed at adding to the discussion on the contextual practices within the framework of effective college leadership (Bush and Glover, 2014). This study therefore examines the impact of leadership practices of principals on job satisfaction of tutors in colleges of education in Ghana.

2. Profile of the Study Area

The Ashanti Region is centrally located in the middle belt of Ghana and lies between longitudes 0°15'W and 2°25'W, and latitudes 5°50'N and 7°46'N. The region shares boundaries with four of the ten political regions including Brong-Ahafo in the north, Eastern region in the east, Central region in the south and Western region in the South west (GSS, 2012). The Ashanti region covers a total land area of 24,389 square kilometres representing 10.2% of the total land area of Ghana (GSS, 2012). The region has eight (8) colleges of education namely: St. Monica's College of Education, Mampong Technical College of Education, Agona SDA College of Education, Wesley College of Education, St. Louis College of Education, Offinso College of Education, Akrokerry College of Education, and Agogo College of Education. There are about three hundred and thirty-nine (339) tutors teaching in the eight (8) colleges of education with eight (8) Principals. Figure 1 below indicates the map of the Ashanti Region where the study was conducted.

3. Materials and Methods

3.1 Research Design

The study employed a quantitative descriptive survey design, which involves numerical representation and manipulation of observations of a study. Quantitative research approach purposefully seeks to maximize objectivity, reliability and generalizability of findings. It relies on testing of hypotheses and probabilistic analysis of data (Harwell, 2011). Burns and Grove (2004) posited that descriptive research design aims at providing a picture of a situation as it naturally happens. It has been observed that descriptive research attempts to find answers to questions through the analysis of variables and relationships and that it helps to study factors that appear to be systematically linked with certain occurrences, conditions, or types of behaviors (Best & Khan, 2009).

3.2. Population and Sample Size

The subjects involved in the study were college principals and tutors of colleges of education in the Ashanti Region of Ghana. The targeted population was principals of the selected colleges and tutors who had at least one-year experience with the principals and the final examination results of the students who completed from 2017-2018. The total population consisted of 339 tutors and eight (8) Principals in the eight colleges of education in the Ashanti region. The sample size of the study was 184 tutors and eight (8) principals of the selected colleges of education, making a total sample size of 192. The sample size of the tutors was estimated using a formula developed by Yamane (1961), shown below:

$$n = \frac{N}{1 + N(e)^2}$$

Where, n denotes the sample size, N represents the total population of tutors (N=339) and e represents the acceptable margin of Error (e=0.05)

Hence,

$$n = \frac{339}{1 + 339(0.05)^2}$$

$$= 184$$

Therefore, the total sample size for the study was given as 192, consisting of 184 tutors and eight (8) college principals.

3.2.1. Sampling Techniques

A multistage sampling procedure was adopted to select the college tutors. In the first stage, the proportionate stratified sampling technique was used. In this situation, the tutors were divided into strata where each stratum represented one college and this gave eight (8) strata. The categorization of the colleges into strata was informed by the notion that each college principal may have unique leadership practices. Since the total population was made up of respondents from eight (8) different Colleges of education, with different population sizes, there was the need that sample taken from each college was proportional to the real population of that college. The proportional allocation formula below was used to estimate the sample taken from each stratum:

$$n_i = \frac{N_i}{N} \times n$$

From the formula above, n_i represents the required sample size of tutors selected from college i while N_i denotes the total population of tutors of college i . In the same vein, N is the total population of tutors of all the colleges and n is the overall

sample size of college tutors for the study. For example, the sample for Offinso College of education (College 1) was calculated using the formula:

$$\text{College } i: n_1 = \frac{N_i}{N} \times n$$

$$n_1 = \frac{46}{339} \times 184$$

= 25 tutors

The procedure was used to calculate the sample size for the remaining seven colleges and the estimated required sample size of tutors from each stratum (college) is presented in Table 1 below.

College	Population Size			Sampled Size		
	Female	Male	Total	Female	Male	Total
Offinso	14	32	46	11	14	25
Mamtech	9	35	44	5	19	24
Monico	15	23	38	10	11	21
Akrotco	18	34	52	8	20	28
Louis	20	24	44	10	14	24
Agogo	10	26	36	6	13	19
SDA, Agona	12	17	29	7	9	16
Wesco	19	31	50	11	16	27
Total	117	222	339	68	116	184

Table 1: Characteristics of Sampled Colleges and Respondents (College Tutors) for the Study

In the second and final stage, the simple random sampling technique was used to select the sample from each stratum, through the lottery method (Kumar, 2011). The researcher, on the other hand, used the purposive sampling approach to select the eight (8) Principals of the selected colleges of education.

3.3. Research Instruments

The study used semi-structured questionnaires consisting of Likert scale type questions for the data collection. Questionnaires were completed at respondents' convenience and it was less expensive than other methods such as interview (Kumar, 2011). The questionnaires consisted of a mixture of both close and open questions. Besides, the study adopted the instrument used for gathering data for the Leadership Practices Inventory (LPI) Self and Observer developed by Kouzes and Posner (2007), shown in Table 2.

No	Leadership Practice	Commitment
1.	Model the Way	Clarify values by finding your voice and affirming shared values Set the example by aligning actions with shared values
2.	Inspire a Shared Vision	Envision the future by imagining, exciting and enabling possibilities. Enlist others in a common vision by appealing to shared aspirations.
3.	Challenge the Process	Search for opportunities by seeking innovative ways to change, grow, and improve. Experiment and take risks by constantly generating small wins and learning from mistakes.
4.	Enable Others to Act	Foster collaboration by promoting cooperative goals and building trust. Strengthen others by sharing power and discretion
5.	Encourage the Heart	Recognize contributions by showing appreciation for individual excellence Celebrate the values and victories by creating a spirit of community

Table 2: Summary of the Five (5) Practices and Ten (10) Commitments
Source: (Kouzes and Posner, 2010)

The LPI is a 30-item questionnaire which includes five essential leadership behavioral practices: (a) challenge the process, items 3, 8, 13, 18, 23, and 28; (b) inspire a shared vision, items 2, 7, 12, 17, 22, and 27; (c) enable others to act, items 4, 9, 14, 19, 24, and 29; (d) model the way, items 1, 6, 11, 16, 21, and 26; and (e) encourage the heart, items 5, 10, 15, 20, 25, and 30. The LPI instrument allows staff to be surveyed about specific leaders in their organization while leaders use it to do self-assessment of their practices. It involves a 10-point Likert scale as follows: 1= Almost never, 2 = Rarely, 3 =

Seldom, 4 = Once in a while, 5 = Occasionally, 6 = Sometimes, 7 = Fairly often, 8 = Usually, 9 = Very frequently, and 10 = Almost always.

A total score is determined by summing up numeric responses of the statements for each of the five leadership practices. That is, by matching scores from the six (6) statements to the appropriate practice. Each leadership practice (factor) has possible scoring range of 6-60. Table 3 thus illustrates the statements and the numeral on the instrument that matches each of the five (5) factors on both the Self and Observer versions. In assessing the extent to which the five leadership practices were adopted by the principals, each behavioural statement was scored on a 10-point scale (Kouzes and Posner, 2007) as shown in Table 3.

Instrument	Ordinal Value	Qualitative Attribute
	1	Almost Never
	2	Rarely
	3	Seldom
	4	Once in a while
	5	Occasionally
	6	Sometimes
	7	Fairly often
	8	Usually
	9	Very frequently
	10	Almost always

Table 3: Shows the Likert Scale Used in the LPI Instrument

The researcher sought official permission to use the LPI for this study and this was granted by Bany Posner. The use of the LPI for measurement was grounded in the fact that many researchers have used it in their investigations of leadership issues (Leong, 1995) and have given it high ratings. The study also applied Lester's (1987) Teacher Job Satisfaction Questionnaire (TJSQ) to assess the level of job satisfaction of the college of education tutors. A 56 -item instrument was thus used to assess the level of Job Satisfaction of tutors.

3.4. Data Collection Procedures

The researcher obtained an introductory letter to the principals of the colleges of education and sought approval from them to conduct the study in their colleges. Questionnaires were delivered personally to the selected tutors and principals. This gave the researcher the opportunity to meet the respondents one-on-one and established a rapport with them which positively contributed to the successful completion of the work. All the answered questionnaires were retrieved after one-month period.

3.5. Data Analysis and Presentation

The data was first coded into SPSS computer software version 16.0. Descriptive statistical tools such as measures of central tendency and dispersion in statistical package for social sciences (version 16.0) were used in the analysis of quantitative data. In addition, Pearson's Product Moment Correlation statistical tool was employed in the study to establish the relationship between leadership practices of principals and job satisfaction of tutors. Frequency and percentage tables were employed to display the various responses.

4. Identifying How the Tutors of Colleges of Education Rate Their Principals Using the Kouzes and Posner Leadership Practices Inventory Observer

4.1. Model the Way Leadership Practice Perceived by Tutors

The study made use of six items in the questionnaire to examine the level of Model the way leadership practice among Principals of colleges of education, as perceived by the tutors. In this subsection, the mean, standard deviation and skewness of the responses have been presented in Table 4 while the responses in percentages are in Appendix B.

Responses	Mean	Standard Deviation	Skewness
Sets a personal example of what he/she expect of others.	36.8	41.1	0.86
Spends time and energy making certain that the people he/she works with adhere to the principles and standards we have agreed on.	35.2	35.0	0.91
Follows through on promises and commitments that he/she makes.	37.9	42.1	0.57
Asks for feedback on how actions affect other people's performance.	35.4	41.6	0.68
Builds consensus around a common set of values for running our organization.	36.2	35.2	0.91
Is clear about his/her philosophy of leadership.	34.3	44.1	0.63

Table 4: Mean, Standard Deviation and Skewness of Model the Way Leadership Practice Perceived by Tutors of Colleges of Education

The results of the study presented in Appendix B show that majority of the Tutors indicated that their Principals very frequently set personal examples of what they expected of others. On the other hand, minority (19%) indicated that their Principals always set a personal example of what they expect of others. According to Grint (2007), good leaders should be role models to their employees. Any leader who is able to achieve good results gains the trust and admiration of their subordinates, and inadvertently impacts on their values, beliefs, behaviour and attitudes. Thus, leaders with strong leadership qualities are in the position to positively influence their staff to achieve the goals of their organization (Hao and Yazdanifard, 2015).

Half (50%) of the Tutors reported that Principals very frequently spent time and energy making certain that their staff adhered to the principles and standards of their work. This was followed by 22.8% of the Tutors who indicated that Principals adopted that leadership practice. Minority (8.2%) however indicated that Principals of colleges of education fairly often did that. Results of the study indicate that 50% of the Tutors perceived their Principals very frequently followed through on promises and commitments that they made. On the other hand, only 12% of them indicated their Principals usually exhibited that leadership trait. Del Corral (2015) has indicated that commitment is a control mechanism used in organisations to promote cooperation among staff and to deal with the temptation of free-riding. Both commitment and loyalty are seen as the factors linking the various forms of human resource management and employment practices that enhance performance in the work place (Brown et al., 2011).

With regard to whether or not Principals asked for feedback on how their actions affected their staff's performance, majority (51.1%) of the Tutors indicated that Principals very frequently did so, followed by 35.9% of the Tutors who indicated that Principals usually adopted that practice. A leader's communication skills are essential in motivating and inspiring subordinates to work hard and achieve the goals of the organisation (Luthra and Dahiya, 2015). Obtaining feedback from subordinates is an essential component of communication. According to Tourish and Robson (2004), institutions that do not effectively make use of communication systems, including positive and negative comments and feedback, suffer considerably. Under such circumstance, the quality of decision-making by the top management team suffers, with a trickle-down effect on the whole organization.

The majority of the tutors also indicated that Principals fairly often built consensus around a common set of values for running their institutions. On the other hand, only 11.9% Tutors indicated that Principals adopted that leadership practice. Consensus is a key element in the adoption and implementation of specific initiatives that are necessary in making the vision of an organization a reality (Hearld et al., 2013). Regarding whether or not Principals were clear about their philosophy of leadership, majority (51.1 %) of the Tutors indicated that Principals very frequently were clear about their philosophy of leadership, followed by 40.2% Tutors who had the same perception. On the other hand, 8.7 percent of the Tutors indicated that the Principals were usually clear about their philosophy of leadership.

4.2. Inspire a Shared Vision Leadership Practice Perceived by Tutors

This study examined the level of inspire a shared vision leadership practice among Principals of colleges of education, as perceived by tutors. While the mean, standard deviation and skewness of the results have been presented in Table 5, detailed responses in percentages are in Appendix A.

Responses	Mean	Standard Deviation	Skewness
Talks about future trends that will influence how our work gets done.	38.4	35.4	0.99
Describes a compelling image of what our future could be like.	34.6	35.0	1.05
Appeals to others to share an exciting dream of the future.	37.1	34.9	1.08
Shows others how their long-term interests can be realized by enlisting in a common vision.	36.2	41.1	0.68
Paints the "big picture" of what we aspire to accomplish.	35.8	44.1	0.63
Speaks with genuine conviction about the higher meaning and purpose of our work.	37.4	41.6	0.68

Table 5: Mean, Standard Deviation and Skewness of Inspire a Shared Vision Leadership Perceived By Tutors of Colleges of Education

Majority (50%) of the Tutors indicated that Principals fairly often talked about future trends that will influence how the work in the institutions gets done. This was followed by 23.9% and 19% Tutors indicated that Principals usually and sometimes, respectively, talked about future trends in their institutions. Similarly, majority of the Tutors also indicated that Principals usually described a compelling image of what the future of both Principals and Tutors could be like. On the other hand, only 8.2% Tutors indicated that Principals fairly often exhibited that leadership characteristic. Majority (50%) of the Tutors also indicated that their Principals usually appealed to their staff to share an exciting dream of the future. This was followed by 23.9% and 16.9% Tutors who indicated that their Principals very frequently and sometimes, respectively, appealed to their staff to share the dream of the future.

According to Luthra and Dahiya (2015), employees who trust in their leaders and have information about happenings in their organisations are mostly gratified and energized to work. Sharing essential information with employees can thus enable leaders develop a culture of trust, build associations with employees and other business channels that promote the rapid growth of their institutions. An important aspect of organizational communication is to

inform staff about the possible future changes and how these changes will affect the individuals' work. Communicating to employees about changes in an organisation has the following objectives: providing staff not involved in the change implementation with detailed information about what is happening; providing those involved in the implementation process with information regarding their roles, and how the change will affect them and their new responsibilities (Husain, 2013).

Majority of the Tutors also indicated that Principals fairly often showed others how their long-term interests can be realized by enlisting in a common vision. However, few of the Tutors representing 1.1% indicated that Principals very frequently adopted that leadership practice Appendix B indicates that majority of the Tutors reported that Principals usually painted the "big picture" of what the institution aspired to accomplish. This was followed by 40.2 percent Tutors who indicated that Principals very frequently painted the "big picture" of what the institution aspired to accomplish. Day and Sammons (2016), have indicated that the building of vision and setting of directions carry the bulk of the leader's effort to motivate colleagues. The establishment of shared purpose in schools serves as a basic stimulant for the work of teachers. It is essential that school leaders build a shared vision, foster the acceptance of group goals and demonstrate high performance expectations. According to Day and Sammons (2016), when principals adopt direction-setting practices, they significantly impact staff stress, sense of efficiency and institutional commitment. Ilesanmi (2011), has also indicated that a good leader articulates a strategic vision for the organisation as it envisions the institution not only in its current form but as it can become. Leaders have the power to influence the success of organizations by using their powers to control the direction of the organization and by exerting influence on their employees to motivate them to elevate their institutions to greater heights (Hao and Yazdanifard, 2015). Appendix A also indicates that majority of the Tutors reported that Principals usually spoke with genuine conviction about the higher meaning and purpose of their work. However, only 1.1% indicated that Principals adopted that leadership practice.

4.3. Challenge the Process Leadership Practice Perceived by Tutors

The study examined how tutors perceived the level of Challenge the process leadership practice among Principals of the colleges of education. Table 6 below presents information about the mean, standard deviation and skewness of the responses while detailed responses in percentages are presented in Appendix A

Responses	Mean	Standard Deviation	Skewness
Seeks out challenging opportunities that test he/she skills and abilities.	36.8	34.4	-0.42
Challenges people to try out new and innovative ways to do their work.	30.8	39.4	1.18
Searches outside the formal boundaries of he/she organization for innovative ways to improve what he/she does.	38.2	44.1	0.63
Asks "What can we learn?" when things don't go as expected.	38.2	41.0	0.56
Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.	34.9	37.1	1.09
Experiments and takes risks, even when there is a chance of failure.	35.8	50.4	0.61

Table 6: Mean, Standard Deviation and Skewness of Challenge the Process Leadership Perceived by Tutors of Colleges of Education

Appendix A indicates that 38% of the Tutors reported that Principals fairly often sought out challenging opportunities that tested their skills and abilities. The results also showed that 34.8% and 27.2% Tutors indicated that Principals sometimes and very frequently, respectively, adopted that leadership practice. Results of the study indicates that 50% of the Tutors reported Principals sometimes challenged people to try out new and innovative ways to do their work. This was higher than 26.1% and 16.8% who indicated that Principals very frequently and fairly often, respectively, adopted that practice. Majority of the Tutors also indicated that fairly often, Principals searched outside the formal boundaries of their organizations for innovative ways to improve what Tutors did

Vlok (2012), has indicated that innovation is critical for organizations and individuals in a world that is becoming increasingly complex and challenging. Innovation, which involves strategic thinking in an organisation, must break out of the limited scope of vision that causes the failure of institutions. Innovation in organisations calls for the daily use of imagination and constant training in logical thought processes. The habit of thinking strategically should be on daily basis and must be considered as a stimulating mental exercise that must be approached with real enthusiasm. Leaders should be in the best position to envision their institutions in the context of world trends and events and to spot interdependencies. They should better appreciate how their organisations should act and react to emerging opportunities and challenges (Ilesanmi, 2011).

Majority (50%) of Tutors indicated that Principals very frequently asked "What can people learn?" when things don't go as expected, compared with the minority (14.1%) of Tutors who indicated that Principals very frequently asked that question. Majority of Tutors indicated that Principals usually made certain that people set achievable goals, made concrete plans, and established measurable milestones for the projects and programs in the colleges. However, only 7.1%

reported Principals always did that. Half of the Tutors indicated that Principals almost never experimented and took risks, even when there was chance of failure while half of the Tutors thought otherwise. At a mean value of 35.8, standard deviation of 50.4 and skewness of 0.61 Principals did not experiment and take risks even when there was chance of failure.

4.4. Enable Others to Act Leadership Practice Perceived by Tutors

Six items in the questionnaire were used to examine the level of Enable others to act leadership practice among Principals of colleges of education. In this section, the mean, standard deviation and skewness of the responses have been presented. On the other hand, detailed responses in percentages are in Appendix B while the scores of these attributes have been discussed in this section.

Responses	Mean	Standard deviation	Skewness
Develops cooperative relationships among the people he/she works with.	37.1	44.3	0.59
Actively listen to diverse points of view.	36.8	35.7	1.05
Treat others with dignity and respect.	35.9	34.4	-0.42
Supports the decisions that people make on their own.	38.2	44.3	0.59
Gives people a great deal of freedom and choice in deciding how to do their work	37.4	35.6	1.19
Ensures that people grow in their jobs by learning new skills and developing themselves.	38.1	44.1	0.63

Table 7: Mean, Standard Deviation and Skewness of Enable Others to Act Leadership Perceived by Tutors of Colleges of Education

Appendix A indicates half of the Tutors reported that Principals usually developed cooperative relationships among their staff. However, only 8.2% indicated that Principals almost always adopted that practice. The responses from the Tutors also show that majority of them perceived that Principals usually actively listened to diverse points of view. However, only 8.2% of them indicated that Principals exhibited that character in the course of their work. According to Maladzhi (2015), continuous interactions between leaders and their employees through avenues like regular meetings brings positive results for organisations. Workplace relationship between a leader and his subordinates is a vital phenomenon as that can have a major impact on the performance of employees. A positive relationship, which include behaviors like discussing work related problems, involvement of employees in the decision-making process and the availability of the leader at any time when needed, make a positive impact on employees' performance (Gaur and Ebrahimi, 2013). According to Reich and Hershcovis (2011), one way of fostering positive interpersonal relationships in the workplace is through positive interactions. The development and maintenance of these relationships, in turn, enable many workers find fulfillment in the work place. In this positive relational environment, workers have an opportunity to meet their "need to belong".

According to 38% of the Tutors, Principals of the colleges fairly often treated others with dignity and respect while 27.2% indicated that Principals very frequently did so. According to Rogers (2018), employees value two distinct types of respect, owed respect and earned respect. Owed respect, which is accorded equally to all members of an institution, satisfy the universal need that makes employees feel included. It is marked by civility and an atmosphere that suggest that every member of the organization is valuable.

Majority (51.1 percent) of the Tutors indicated that Principals very frequently supported the decisions that people made on their own while 22.8% of the Tutors perceived that Principals sometimes did so. According to 51.1% of the Tutors, Principals usually gave people a great deal of freedom and choice in deciding how to do their work compared to 9.2% of the Tutors who thought the Principals very frequently did so. Besides, 22.8% of Tutors indicated that Principals sometimes gave people a great deal of freedom and choice in the execution of their duties. According to Eaton-Walley and Lowe (nd) employees draw much of their job satisfaction from work characteristics, which give them control over work and independence of decision-making. In their study, they found out that staff who intended to leave their jobs reported experiencing lower levels of satisfaction with their autonomy and independence in their place of work, compared to those who reported they had the intention to stay in their jobs.

Appendix A indicates that majority of the Tutors reported that Principals ensured that people grew in their jobs by learning new skills and developing themselves, while 8.7% indicated that Principals fairly often ensured that people grew in their jobs by learning new skills and developing themselves. As institutions compete in the global economy, workforce differentiation in terms skills, knowledge and motivation becomes increasingly important. Training in work organizations is an important means of making a clear contribution not only to performance in work settings but also to the enhancement of human well-being. Training activities are beneficial regarding their outcomes at both the individual and team level since they impact on attitudes, motivation, and empowerment (Aguinis and Kraiger, 2009). Personal development in the form of increased knowledge, increased competence, etc. is seen as a means of achieving increased productivity, growth and developed welfare both on the organizational and societal levels (Ellström and Kock, 2008). Employees who develop their skills through training are more likely to engage fully in their work because of the satisfaction they derive from mastering new tasks (Vance, 2006).

4.5. Encourage the Heart Leadership Practice Perceived by Tutors

Six items in the questionnaire were used to examine the level of encourage the heart practice among the Principals. While the mean, standard deviation and skewness of the responses as well as the scores of these attributes have been discussed in this section, the detailed responses in percentages are in Appendix A.

Responses	Mean	Standard Deviation	Skewness
Praises people for a job well done.	39.4	44.6	0.73
Makes it a point to let people know about my confidence in their abilities.	38.2	41.6	0.68
Makes sure that people are creatively rewarded for their contributions to the success of our projects.	40.3	39.4	0.84
Publicly recognizes people who exemplify commitment to shared values.	36.8	44.1	0.63
Finds ways to celebrate accomplishments.	37.4	41.7	0.49
Gives the members of the team lots of appreciation and support for their contributions	36.1	39.0	0.52

Table 8: Mean, Standard Deviation and Skewness of Encourage the Heart Leadership Perceived by Tutors of Colleges of Education

Appendix A shows majority of the Tutors indicated that Principals usually praised people for a job well done while 8.7% indicated that Principals fairly often exhibited that leadership trait. The results also show that 51.1% of the tutors indicated that Principals made it a point to let people know about the confidence and abilities in them. According to Ilesanmi (2011), a good leader does not only communicate high performance standards to employees but also shows confidence in their abilities to meet these standards.

Appendix A shows that majority of the Tutors indicated that Principals fairly often made sure that people were creatively rewarded for their contributions to the success of projects in their colleges. However, only 4.3% reported Principals very frequently made sure that people were creatively rewarded in the execution of projects. The results also indicate that 51.1% and 40.2% of the tutors reported that Principals usually and very frequently, respectively, recognized people who exemplified commitment to shared values. The results of the study in Appendix A indicate that 48.4% of the tutors indicated that Principals usually found ways to celebrate accomplishments in the colleges. Besides, 39.7% and 11.9% reported that Principals very frequently and fairly often, respectively, found ways to celebrate accomplishments. The study further revealed that, majority of the Tutors (50%) indicated that Principals usually gave members of their staff lots of appreciation and support for their contributions, compared 29.9% who reported that Principals fairly often adopted that leadership practice. At a Mean of 36.1, standard deviation of 39 and skewness of 0.52, Principals exhibited this characteristic.

According to Maladzhi, (2015) an important role of a leader is to create an environment where imagination, smart risk-taking, innovations, and bold tactics are motivated and rewarded. Recognition is an essential tool for leaders in promoting employee motivation and the success of organizations (Tessema et al., 2013). Gostick and Elton (2007) have indicated that if employee recognition is conducted properly, it can increase the profitability of an organization and customer service levels. Consequentially, this will increase the level of employee engagement and satisfaction.

4.6. Tutors' Rating of Leadership Practice Used

The results of the study indicate that almost all Principals are seen to adopt the leadership practices on a low level. A summary of the rate at which the tutors perceived their principals to adopt the leadership practices under study have been presented in Table 9.

Leadership practice	Percentage used (%)	Mean	Standard Deviation	Skewness
Model the way	15.2	2.321	0.572	0.874
Inspire a shared vision	38.4	3.066	0.771	1.065
Challenge the process	5.80	1.641	0.432	0.621
Enable others to act	12.2	2.142	0.466	0.872
Encourage the heart	28.4	2.631	0.593	0.954

Table 9: Percentage (%), Mean, Standard Deviation and Skewness of Leadership Practice Being Used by Principals of Colleges of Education

Table 9 indicates that the most adopted leadership practice among the principals, from the perspective of the tutors was inspire a shared vision while the least was challenging the process. The results show that most Principals adopted leadership practices that were geared at supporting the various Tutors in their respective schools to achieve the needed results. This study agrees with Evans (2008) who found that subordinates perceived that the most leadership behaviors their leaders practiced was inspiring a shared vision. It however, contrasts Sawie (2015) who found that the highest score that the employees gave to their managers was also on "Enabling Others to Act" (M =5.93, SD = 2.14); and

Arthurs (2009) that the leadership practice with the lowest mean score was inspiring a shared vision, while the leadership practice with the highest percentage of low scores was challenging the process. This study however concurs with Sawie's finding that the lowest score given by the employees was on "Challenging the Process" with a mean score of 4.51 and standard deviation of 2.02.

The results presented in Table 9 show that the responses of the tutors about the extent of Principals' adoption of model the way, challenge the process, enable others to act and encourage the heart are moderately skewed above the mean. This is depicted in the smaller values of their standard deviations. Their degree of skewness implies that tutors perceived the principals to apply these practices at relatively similar levels. On the other hand, their responses about the extent of their adoption of inspire a shared vision are highly skewed above the mean, shown in the relatively larger value of standard deviations.

5. The Impact of the Various Leadership Practices on Job Satisfaction Levels of Tutors of Colleges of Education

This section presents the impact of the leadership practices on job satisfaction levels of tutors using partial correlation. The results of how each leadership practice impacts on tutor's job satisfaction have been presented 15.

Leadership practice	Mean	Partial correlation (r)	Standard deviation	p-value
Model the way	1.84	-0.129	0.217	0.101
Inspire a shared vision	3.88	0.422	0.412	0.001
Challenge the process	1.94	-0.152	0.245	0.147
Enable others to act	1.73	-0.144	0.211	0.742
Encourage the heart	2.26	-0.210	0.238	0.251
Average	2.33		1.323	

Table 10: Impact of the Various Leadership Practices on Job Satisfaction Levels

The results show a weak negative association between model the way, challenge the process, enable others to act and encourage the heart leadership practices, on one hand and tutors job satisfaction on the other hand. This implies that an increased adoption of these leadership practices will not necessarily lead to an improvement in the job satisfaction levels of tutors. Besides, the correlation between the four practices and tutors job satisfaction is small. The results therefore show that there is no significant relationship between the three leadership practices and job satisfaction level of tutors. This finding supports Kimathi (2017) that the principals' transformational leadership has no direct impact on the job satisfaction of teachers but working conditions such as salary, benefits, training and in-service courses do have. However, the results show a medium correlation between inspire a shared vision practice and the job satisfaction levels of tutors. There is also a significant relationship existing between the two while the relationship is also positive. By implication, tutors' level of job satisfaction increased as principals increasingly adopted that leadership practice. This confirms the view of Kouzes and Posner's (2002) that extraordinary things could be done in extraordinary times if leaders inspire optimal performance that can only be fueled with positive emotions. This study agrees with Lumsden (1998) that when teachers receive support from their principals, and when they are involved in the decision-making process, they are more likely to succeed and remain in the profession. Besides, when principals communicate their vision well to their staff and effectively invite them to share in that vision, teachers feel comfortable working under them as they feel supported, respected and involved.

6. Summary, Conclusion and Recommendations

This study has contributed to knowledge by examining the impacts of Principals' leadership practices on Tutors job satisfaction in colleges of education in Ghana. The study shows that the most adopted leadership practice among the principals, from the perspective of the tutors, is inspire a shared vision while the least adopted is challenge the process. However, all the practices are adopted at a low level. The Pearson correlation coefficients (r) also indicated that a weak negative association existed between model the way, challenge the process, enable others to act and encourage the heart leadership practices, on one hand and tutors job satisfaction on the other hand. An increased adoption of these leadership practices among principals, from the perspectives of tutors, will not necessarily lead to increased job satisfaction levels of tutors. However, the results show that there exists a significant relationship between inspire a shared vision practice and the job satisfaction level of tutors. The study recommends that the Human Resource Departments of the colleges of education should organize programmes that will equip Principals to inspire a shared vision and encourage the heart leadership practices. The concept of inspire a shared vision and encourage the heart leadership practice with its various advantages could be added to the training curriculum. Further studies should also be conducted to assess how leadership practices such as model the way, challenge the process, enable others to act and encourage the heart could be used to improve upon the performance of tutors and their levels of job satisfaction.

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Appendix

Model/Responses		1	2	3	4	5	6	7	8	9	10
Model the way											
Sets a personal example of what he/she expects of others	Count %	- -	- -	- -	- -	- -	- -	- -	50 27.7	99 53.8	35 19.0
Spends time and energy making certain that the people he/she works with adhere to the principles and standards that we have agreed on.	Count %	- -	- -	- -	- -	- -	42 22.8	15 8.2	- -	92 50	35 19.0
Follows through on promises and commitments he/she makes	Count %	- -	- -	- -	- -	- -	- -	70 38.0	22 12.0	92 50.0	- -
Asks for feedback on how his/her actions affect other people's performance	Count %	- -	- -	- -	- -	- -	- -	2 1.1	66 35.9	94 51.1	22 11.9
Builds consensus around a common set of values for running our organization	Count %	- -	- -	- -	- -	- -	22 11.9	92 50.0	48 26.1	22 11.9	- -
Is clear about his/her philosophy of leadership	Count %	- -	- -	- -	- -	- -	- -	- -	16 8.7	94 51.1	74 40.2
Inspire a sheared vision		1	2	3	4	5	6	7	8	9	10
Talks about future trends that will influence how our work gets done	Count %	- -	- -	- -	- -	- -	35 19.0	92 50.0	44 23.9	13 7.1	- -
Describes a compelling image of what our future could be like	Count %	- -	- -	- -	- -	- -	42 22.8	15 8.2	92 50	35 19.0	- -
Appeals to others to share an exciting dream of the future	Count %	- -	- -	- -	- -	- -	31 16.9	17 9.2	92 50.0	44 23.9	- -
Shows others how their long-term interests can be realized by enlisting in a common vision	Count %	- -	- -	- -	- -	- -	22 11.9	94 51.1	66 35.9	2 1.1	- -
Paints the "big picture" of what we aspire to accomplish	Count %	- -	- -	- -	- -	- -	- -	16 8.7	94 51.1	74 40.2	- -
Speaks with genuine conviction about the higher meaning and purpose of our work	Count %	- -	- -	- -	- -	- -	- -	22 11.9	94 51.1	66 35.9	2 1.1
Challenge the process		1	2	3	4	5	6	7	8	9	10
Seeks out challenging opportunities that test his/her own skills and abilities	Count %	- -	- -	- -	- -	- -	64 34.8	70 38.0	- -	50 27.2	- -

Challenge the process		1	2	3	4	5	6	7	8	9	10
Challenges people to try out new and innovative ways to do their work	Count %	- -	- -	- -	- -	- -	- -	1 16.8	92 50.0	48 26.1	13 7.1
I Searches outside the formal boundaries of his/her organization for innovative ways to improve what we do	Count %	- -	- -	- -	- -	- -	16 8.7	94 51.1	74 40.2	- -	- -
Asks "What can we learn?" when things don't go as expected	Count %	- -	- -	- -	- -	- -	- -	- -	66 35.9	26 14.1	92 50.0
Makes certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on	Count %	- -	- -	- -	- -	- -	- -	28 15.2	95 51.6	48 26.1	13 7.1
Experiments and takes risks, even when there is a chance of failure	Count %	92 50.0	92 50.0	- -	- -	- -	- -	- -	- -	- -	- -
4 Enable others to act		1	2	3	4	5	6	7	8	9	10
Develops cooperative relationships among the people he/she works with	Count %	- -	- -	- -	- -	- -	- -	- -	92 50.0	77 41.8	15 8.2
Actively listens to diverse points of view	Count %	- -	- -	- -	- -	- -	- -	42 22.8	92 50.0	35 19.0	15 8.2
Treats others with dignity and respect	Count %	- -	- -	- -	- -	- -	64 34.8	70 38.0	- -	50 27.2	- -
Supports the decisions that people	Count %	- -	- -	- -	- -	- -	- -	92 50.0	77 41.8	15 8.2	- -
Gives people a great deal of freedom and choice in deciding how to do their work	Count %	- -	- -	- -	- -	- -	42 22.8	31 16.9	94 51.1	17 9.2	- -
Ensures that people grow in their jobs by learning new skills and developing themselves	Count %	- -	- -	- -	- -	- -	- -	16 8.7	94 51.1	74 40.2	- -
Encourage the heart		1	2	3	4	5	6	7	8	9	10
Praises people for a job well done	Count %	- -	- -	- -	- -	- -	- -	16 8.7	98 53.3	70 38.0	- -
Makes it a point to let people know about his/her confidence in their abilities	Count %	- -	- -	- -	- -	- -	- -	22 11.9	94 51.1	66 35.9	2 1.1
Makes sure that people are creatively rewarded for their contributions to the success of projects	Count %	- -	- -	- -	- -	- -	22 11.9	94 51.1	60 32.6	8 4.3	- -
Publicly recognizes people who exemplify commitment to shared values	Count %	- -	- -	- -	- -	- -	- -	16 8.7	94 51.1	74 40.2	- -
Finds ways to celebrate accomplishments	Count %	- -	- -	- -	- -	- -	- -	22 11.9	89 48.4	73 39.7	- -
Gives the members of the team lots of appreciation and support for their contributions	Count %	- -	- -	- -	- -	- -	- -	55 29.9	92 50.0	37 20.1	- -

Table 11: Leadership Practice Levels Perceived by Tutors

1 = Almost Never 2 = Rarely 3 = Seldom 4 = Once in a While 5 = Occasionally
6 = Sometimes 7 = Fairly Often 8 = Usually 9 = Very Frequently 10 = Always