

Full Length Research Paper

Leadership Styles of Rectors and Job Satisfaction in Selected Ghanaian Polytechnics

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Abstract

The purpose of the study was to determine the leadership styles of polytechnic rectors as perceived by polytechnic tutors and find out what relationship exists between the perceived rectors' leadership styles and polytechnic tutors' job satisfaction. From a population of 484 polytechnic tutors, a random sample of 260 was surveyed. The Leader Behaviour Description Questionnaire (LBDQ) was used to measure the leadership style of the rector while the Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS) was used to measure tutor job satisfaction. Pearson's Product Moment Correlation Coefficient and Enter Method Regression Analysis were used to test for significance of the correlation and regression coefficients. The results showed that generally, tutors rated their rectors above the norm on initiating structure leadership style and below the norm on consideration leadership style. There was a significant relationship between polytechnic rectors' consideration leadership style, as perceived by tutors, and tutor job satisfaction. There was also a significant relationship between polytechnic rectors' initiating structure leadership style, as perceived by tutors, and tutor job satisfaction. Leadership style predicted 31% of the variation in intrinsic tutor job satisfaction and 23.8% of the variation in extrinsic tutor job satisfaction. The consideration leadership style better predicts tutor job satisfaction than the initiating structure leadership style. Thus, the leadership styles of polytechnic rectors influence the job satisfaction of their tutors. Based on the findings, it was recommended that rectors should periodically allow their staff to tell them what they think about their style of leadership.

KEY WORDS: initiating structure leadership style, consideration leadership style, job satisfaction, polytechnic rector, polytechnic tutors

Introduction

Leadership is of particular significance in educational administration because of its far-reaching effects on the accomplishment of institutional programmes, objectives and the attainment of educational growth. In recent times, effective leadership is widely accepted as the key to successful organisations and schools (Oduro & Macbeath, 2003). Effective leadership is central and crucial in school quality and development in both developed and developing countries (Chapman & Birchfield, 1994). The common functions of leadership are motivating staff members, boosting morale, supporting functions, satisfying the needs of members, accomplishing common goals, representing members, creating confidence, implementing change and resolving conflicts (Moshal, 1998). The success of a school in accomplishing goals depends upon the ability of the head to lead staff members.

One major approach to the study of leadership has been an attempt to identify various styles of leadership. The conceptual and methodological approaches of the Ohio State University leadership studies identified two separate dimensions of leadership behaviour. These were "initiating structure" and "consideration" (Halpin, 1966). Leadership styles are various patterns of behaviour exhibited by leaders during the process of directing and influencing workers (Stoner, Freeman & Gilbert, 1996). According to Hersey and Blanchard (1988), the leadership style of an individual is the behaviour pattern that a person exhibits while attempting to influence the activities of others. Subordinates of a leader can perceive this behaviour pattern. Leadership style is, therefore, an integral component of successful organisations and schools. The leadership style of heads of educational institutions is based on the interaction between the head and the staff members. According to Mullins (1993), there is no one

best style of leadership and no one leadership style is effective in all situations.

Literature on leadership style suggests that there is a relationship between leadership style and job satisfaction. Maehr and Braskamp (1986) argue that heads of educational institutions can manipulate culture, climate, and effectiveness of an organisation, and those manipulations affect the job satisfaction of people within the organisation. Administrators who are effective leaders exhibit leadership styles that support teacher job satisfaction (Gallmeier, 1992; Sashkin, 1996). It stands to reason that for polytechnics in Ghana to excel, rectors of these institutions would have to exhibit leadership styles that support teacher job satisfaction.

Of course, educational organisations are much too complex for effectiveness to be attributed to any single dimension; nevertheless, leadership quality owns a fair share of responsibility for effectiveness (Sergiovanni, 1984). It is, therefore, of utmost importance to look into the leadership styles employed by polytechnic rectors; and find out how these styles relate to tutor job satisfaction in the light of what these rectors do to help their institutions develop appropriate internal arrangements for productive interaction and accomplishment of tasks and/or achievement of organisational goals and objectives.

Leadership behaviours of heads of educational institutions have been consistently associated with teacher job satisfaction; and leadership styles of individual principals are powerful predictors of the school's organisational effectiveness (Everett, 1987; Fowler, 1991; Klawitter, 1985). However, according to Effah and Mensah-Bonsu (2001), polytechnic education in Ghana within the tertiary system is rather recent. As a result, there is a dearth of empirical studies into the leadership styles of rectors of the polytechnics and how these leadership styles relate to tutor job satisfaction. This study, therefore, sought to find out whether, in Ghana, leadership styles of polytechnic rectors are associated with tutor job satisfaction.

Specifically, the study sought to find out the perceptions of tutors in four polytechnic institutions in four regions of Ghana regarding the leadership styles of their rectors and the tutors' own job satisfaction levels. The study further explored the correlation between the perceived rector style of leadership and the tutors' level of job satisfaction. It investigated the predictive validity of the perceived rectors' style of leadership on tutors' job satisfaction. The main focus of the study was to test the effect of consideration and initiating structure leadership styles on tutors' extrinsic and intrinsic job satisfaction.

Literature Review

Nature and Meaning of Leadership

The phenomenon of leadership has been around since antiquity. Yet the systematic study of leadership did not

begin until the 1930s (Shani & Lau, 2000). Yukl (1998) looked at leadership as influence processes affecting the interpretation of events. Shani and Lau (2000) indicated that researchers disagree on many of the characteristics that define leadership. They generally agree, however, on two characteristics. These are:

1. Leadership involves exerting influence over other members of a group or organisation; and
2. Leadership involves helping a group or organisation to achieve its goals (p.46).

Combining these two key characteristics, leadership can be defined as the exercise of influence by one member of a group or organisation over other members to help the group or organisation achieve its goal. The leaders of a group or organisation are the individuals who exert such influence.

From the definitions of leadership, five basic elements or implications can be identified. The first is that leadership involves other people, thus followers or subordinates. What this means is that without followers there cannot be a leader. The second is that leadership involves unequal distribution of power, between leaders and group members. That is, leaders usually have more power than their subordinates or followers. The third issue is that leadership involves the use of influence. Here, it means a leader uses various forms of power to influence followers' behaviour in a number of ways. The fourth implication is that leadership focuses on the achievement of goals. For instance, an institutional head can influence his or her staff to make personal sacrifices for the good of the school. The effective leader may have to deal with the individual, group and organisational goals. The fifth element in the definition is the importance of a leader being a change agent and a visionary.

Theoretical Approaches to Leadership

The study of leadership in the behavioural sciences covers more than six decades. Personality, physical appearance, attitudes, behaviour and other factors have been studied as the basis for leadership and leadership success (Shani & Lau, 2000; Stogdill, 1948 as cited in Owens, 1991).

There are various approaches/models/perspectives/theories to leadership. These include the trait (competency) approach, the behavioural approach, the contingency approach, the situational leadership model, the transactional and transformational perspectives of leadership. This study was based on the behavioural approach.

The Behavioural Approach

Kreitner (1983) explained that the study of leadership has shifted from leader traits to patterns of behaviour called

leadership styles. Leadership style refers to a pattern of philosophy, beliefs, attitudes, feelings and assumptions about leadership that affect the individual's behaviour when managing people. More specifically, leadership style refers to the individual's expectations about how to use a leadership position both to participate and to involve other people in the achievement of results (Shani & Lau, 2000). Therefore, a person's leadership style is the behaviour patterns, which he or she uses while directing others to do a job.

Foremost among the leadership research is the Ohio State University studies (Sergiovanni & Carver, 1980; Stogdill, 1994). In the 1940s and 1950s, scholars from Ohio State University launched an intensive research to answer the question: What behaviours make leaders effective? Questionnaires were administered to subordinates, asking them to rate their supervisors on a large number of behaviours. These studies, along with similar research at the University of Michigan and Harvard University, distilled two clusters of leadership behaviours from more than 1800 leadership behaviour items (Yukl, 1994). The Ohio State University studies attempted to develop a theory based on many observations of the leadership function (Stogdill, 1994). Findings from these studies have been consistent with additional theoretical and research perspectives of the Michigan and Harvard Studies.

Halpin (1966), a researcher from Ohio State University, described two dimensions of leadership that result in four leadership styles. These dimensions are initiating structure and consideration. Initiating structure refers to the leader's behaviour in delineating the relationship between him or her and members of the work-group, and in endeavouring to establish well-defined patterns of organisation, channels of communication, and procedures (Sergiovanni & Starratt, 1971). This style of leadership is task-oriented. When using this style, the leader monitors performance closely and motivates subordinates using quotas and deadlines. Communication is usually formal, one-way, and downward. Rules and regulations are enforced in the pursuit of assigned tasks. Leaders who use initiating structure tend to engage in a programme of close supervision and tight control. They focus on high standards of performance and uniform procedures. Production emphasis is dominant (Hoy & Miskel, 1991; Sergiovanni & Carver, 1980).

Consideration refers to behaviour indicative of friendship, mutual trust, respect, and warmth in the relationship between the leader and the staff members (Sergiovanni & Carver, 1980). The leadership style is characterised by low concern for initiating structure and high emphasis on interpersonal relations. The needs and feelings of individuals are of overriding importance to the leader. Task requirements are clearly subordinate to the need dispositions of individuals. The leader is friendly and supportive in interactions with subordinates. Communications tend to be informal and focus on social

and personal topics rather than on task-related matters. Conflict is avoided, but when it does erupt, it seems to be smoothed over. The superior is primarily supportive, and works to put people at ease (Hoy & Miskel, 1991; Sergiovanni & Carver, 1980).

The four resulting leadership styles are low initiating structure/high consideration, high initiating structure/high consideration, low initiating structure/low consideration, and high initiating structure/low consideration (Hoy & Miskel, 1991; Sergiovanni & Carver, 1980). These four leadership styles are shown in Figure 1. Low initiating structure/high consideration leaders strive to promote group harmony and social need satisfaction. High initiating structure/high consideration leaders strive to achieve a productive balance between getting the job done and maintaining a cohesive, friendly work group. Low initiating structure/low consideration leaders retreat to a generally passive role of allowing the situation to take care of itself. High initiating structure/low consideration leaders devote primary attention to getting the job done (Sergiovanni & Carver, 1980).

The high initiating structure/high consideration leadership style, as described by Sergiovanni and Carver (1980) and Hoy and Miskel (1991), has generally been considered the best style because it emphasises the best of both categories of initiating structure and consideration. In supporting this observation, Farahbakhsh (2004) indicated that the leader who is perceived as demonstrating a high degree of both initiating structure and consideration tended to be more effective. The instrument developed to measure these leadership styles was the Leader Behaviour Description Questionnaire (LBDQ).

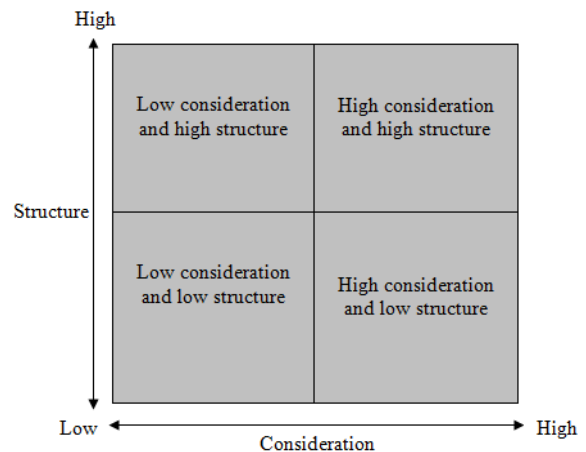


Figure 1: The Ohio State Quadrants of Leadership Behaviour
Source: Mullins (1993)

Teacher Job Satisfaction

Job satisfaction, according to Okumbe (1998), is seen as a set of favourable feelings with which employees view their work. To Okumbe, job satisfaction is viewed as resulting from employees' perception of how well the jobs they perform give them satisfaction and help the organisation to achieve its objectives. Thus, teacher job satisfaction is very crucial because it promotes hard work among teachers to help produce the needed and qualified manpower for national development. This means that the contribution, effectiveness and efficiency of teachers are not dependent on their strength alone, but also on the satisfaction they derive from their work. This pre-supposes that apart from the satisfaction gained from remuneration the employee also derives satisfaction when other factors such as physical structure, equipment, training and development, promotion recognition and welfare services are put in place. Based on this, job satisfaction is considered as a multi-dimensional phenomenon, because it comprises a complex set of variables that operates to determine an employee's attitude towards his/her job.

The concept of Maslow's need hierarchy underlies the studies on job satisfaction. Maslow (1943) developed a theory of needs, which may be useful in helping the leader to identify the wants, or desires, which are important to employees. Maslow reasoned that human needs exist in a hierarchy and that employees fulfilled needs generally follows a hierarchical sequence. The five basic categories of needs identified by Maslow are physiological needs, safety and security needs, social and belonging needs, self-esteem needs and self-actualisation needs.

Herzberg (1966) and his colleagues investigated whether certain factors in the work situations may produce satisfaction, and other factors may produce dissatisfaction. Herzberg's (1966) basic postulate was that there were two sets of factors. The first set, called motivators, increased job satisfaction, and if not met only minimal dissatisfaction resulted. The second set, called hygienes, produced dissatisfaction if not met (Herzberg, 1966; Sergiovanni, 1991). The factors identified by Herzberg as being related to work dissatisfaction included interpersonal relationships with supervisors, quality of supervision, policy and administration, working conditions, and personal life. The factors related to work satisfaction were achievement, recognition, work climate, responsibility, and advancement (Blumberg, 1975).

When applied to education, the two-factor theory suggested that job satisfaction is related to two decision possibilities for teachers, these are participation and performance. Participation, as research signified, involves minimal commitments for return of "fair pay" in the form of salary, fringe benefits, social acceptance, and reasonable supervision. Participation has not tended to satisfy a person to go beyond minimal commitments, and for the most part is viewed as extrinsic satisfaction. Performance tended to be voluntary, because school leaders in reality

can only require that teachers participate. Therefore, rewards associated with performance investment tended to be more intrinsic, such as recognition, achievement, feelings of competence, empowerment and meaningful work opportunities (Karem, 1999; Sergiovanni, 1991).

Polytechnic rector need to be concerned with both extrinsic and intrinsic rewards, since job satisfaction is thought to represent the interplay between external and internal factors. Schools cannot function adequately unless the participation investment is made and continued by teachers. However, schools cannot excel unless the majority of teachers make the performance investment as well (Karem, 1999; Krug, 1989; Sergiovanni, 1991).

According to Alf and Penelope (2006), the causes of low teacher job satisfaction and the resultant poor retention rates in both UK and elsewhere can be attributed to a number of environmental factors. These factors include the nature of pace of organisational change, concerns over workload, increasing bureaucracy, poor discipline, style of leadership and management, job related stress/illness, lower value placed on teaching as a profession, increasing class sizes, possible conflict between work and family life, behavioural difficulties exhibited by some pupils and the excessive media criticism of failing schools, as well as pay.

A study conducted by Yelkperli (2003) into factors influencing job satisfaction among secondary school teachers in the Techiman District of Ghana revealed that teachers were satisfied with their headmaster's interpersonal relationship with members of staff, supervision of teachers' work and appreciation of teachers' efforts. Teachers were also satisfied with the recognition accorded them by their headmasters, students and members of the community in which they worked.

Attafuah (2004) investigated into job satisfaction among teachers of private basic schools in Birim South District of the Eastern Region of Ghana. He found that teachers were very satisfied with the leadership styles of the school heads. The study recorded a very high percentage of satisfaction among teachers. He noted that the items that were tested in relation to the leadership styles of the school heads were the heads' style of supervision, concern for welfare of teachers, recognition of their efforts, heads' interest in the performance of their work, rules and regulations of the school and the recognition received for being teachers.

Esia-Donkoh (2004) conducted a study into factors affecting job satisfaction among tutors of the teacher training colleges in the Central Region of Ghana. The major findings of the study were that tutors were generally satisfied with recognition, interpersonal relationship, and opportunity for professional advancement, work environment and students' performance. However, these tutors were generally dissatisfied with the remuneration and fringe benefits that they enjoy.

Relationship between Leadership Styles and Teacher Job Satisfaction

The studies of leadership and the effects on teacher job satisfaction have shown the behaviour of the leader to be an important factor in group effectiveness. Everett (1987) examined the relationship between principals' leadership styles and the level of maturity of the teaching staff. Everett found that significant relationships existed at the 0.05 level between teacher job satisfaction and the perceived leadership style of the principal. Teachers in schools with principals who demonstrated high levels of initiating structure (task behaviour) in combination with consideration (relationship behaviour) demonstrated high levels of job satisfaction. The findings suggested that principals should be encouraged to exhibit high levels of both task and relationship behaviours in their leadership styles. Principals and teachers should learn to recognise intrinsic, extrinsic, and general satisfaction. Recognition of these variables may result in teachers attempting to increase intrinsic job satisfaction with less extrinsic and general job satisfaction.

Woodard (1994) found a positive relationship between leader behaviour and teacher job satisfaction. Principals who were high in both dimensions (task and relationship) of leader behaviour had a more significant impact on teacher job satisfaction. The relationship dimension of leader behaviour had a stronger statistical significance to teacher job satisfaction than the task dimension.

Klawitter (1985) explored the relationship between the principal's leadership style (as perceived by the teacher) and the teacher's job satisfaction. Klawitter found that teachers who perceived their principals to be high task and high relationship experienced a higher degree of teacher job satisfaction. Klawitter's study, comprised of 220 public school teachers in West Virginia, resulted in findings that were significant at the 0.05 level.

A review of literature shows that most perceptions of leadership support at least two distinct types. Although, various combinations of leadership types have been found and used by leaders, researchers (for example, Halpin, 1959; Hersey, Blanchard & Johnson, 1996) maintain that no one style or type of leadership is consistently more effective than another. Despite numerous efforts, researchers have not found a universally accepted style of leadership. Findings in leadership indicate that different styles achieve different results. Leadership behaviour, therefore, impacts various degrees of teacher job satisfaction. This underscores the significance of the current study into how polytechnic tutors perceive the leadership styles of their rectors and how these styles relate to their (tutors') job satisfaction.

Methodology

The study was a descriptive correlational survey. Osuala (1991) noted that descriptive surveys are versatile and

practical, especially, to the researcher in that they identify present needs. The design was adopted for its accuracy in describing activities, objects, processes and persons (Fraenkel & Wallen, 2000).

The population of the study comprised the staff of four purposively selected polytechnics in Ghana. The rationale behind the purposive sampling technique was to locate information rich cases. The concentration on the older polytechnics alone was to provide an opportunity for using leadership styles that have been tested over the years. These polytechnics had a well-defined leadership structure and have evolved with deep-rooted traditions. The total number of teaching staff from the four polytechnics was 484. Out of this number, a purposive and a random disproportional sample size of 260 representing 54% of the population was obtained. Nwana (1992) argues that with a population of few hundreds, a 40% or more sample size would be a fair representation. The sample was made up of 85 purposively selected females and 175 randomly selected males. All the 85 female tutors were purposively selected and deliberately included in the sample because of the smallness of their number. They formed 33% of the sample size; and this gave them a fair representation.

The main instrument used in the study was in two parts: the Leadership Behaviour Description Questionnaire (LBDQ), and the Mohrman-Cooke Mohrman Job Satisfaction Scale (MCMJSS). The basic structure of the instrument was based on the four-point Likert-type scale. The Section A was made up of the adapted version of Halpin's (1957) Leadership Behaviour Description Questionnaire (LBDQ) developed by Ohio State University. Farahbakhsh (2004) and Karem (1999) used the questionnaire in their doctoral dissertations due to its classic nature. The LBDQ is the most popular and widely used instrument for describing leadership behaviour (Toth & Farmer, 2001; Webber, 1999).

The Section B of the questionnaire was made up of an adapted version of Mohrman-Cooke-Mohrman Job Satisfaction Scale (MCMJSS) (Mohrman, Cooke, Mohrman, Duncan & Zaltman, 1977). The MCMJSS was designed to measure self-perceived intrinsic, extrinsic and general satisfaction. The instrument was divided into two sections of four items. In the present study, this scale was used to measure job satisfaction expressed by tutors.

In keeping with the ideas of intrinsic and extrinsic factors being important to the field of education, Mohrman et al. (1977) established reliability coefficient for the MCMJSS using educators. Reliability on the intrinsic scale ranged from 0.81 to 0.87. The extrinsic reliability ranged from 0.77 to 0.82. The scale has been widely accepted and frequently used in an array of studies by researchers (McKee, 1988; Hardman, 1996; Proffit, 1991).

The validity of the instrument was ensured first by examining the purpose of the study, the research questions and the review of related literature. The experts in the field of study assessed the questions to find out

whether the items in the questionnaire could measure the intended content (face validity). In addition, the coverage of the content area (content validity); and the extent to which the items in the questionnaire could measure specific traits or construct (construct validity) were also assessed (Ary, Jacobs & Razavieh, 1994).

The final version of the questionnaire was pre-tested at one of the polytechnics which has characteristics similar to those involved in the study. The pre-test was meant to establish the face validity and reliability of the instrument and to improve items, format and the scales. The overall reliability alpha co-efficient was 0.81. The reliability co-efficient before the main data collection supports the views of Sproull (1988) that a reliability co-efficient of a designed instrument should be approximately 0.70.

The Statistical Package for Social Sciences (SPSS) was used to facilitate analysis of the data into frequency distribution tables and results further converted into percentages and mean scores for easy discussion. The SPSS was also used to calculate the Pearson's Product-Moment Correlation Coefficient and Enter Method Regression Analysis. The means and standard deviations of the perceived leadership styles of rectors and job satisfaction scores of tutors were computed to facilitate comparison on continuous variables. The standard deviation was also used to find the degree of spread of the responses. Sample mean scores were compared with norm mean scores to determine leadership styles of rectors and job satisfaction levels of tutors. In addition, the study used the Pearson's Product Moment Correlation Coefficient to determine the relationship between the leadership behaviour of the rectors, as perceived by their respective tutors, and the tutors' own job satisfaction levels. Enter Method Regression Analysis was used to find a causal relationship between the independent variables (perceived rectors leadership styles) and dependent variables (intrinsic and extrinsic tutor job satisfaction). Thus, the effect of consideration and initiating structure leadership styles on intrinsic and extrinsic tutor job satisfaction.

The ethical issues considered in this study were respecting the rights of the research participants, honouring the research sites and reporting the research fully and honestly (Creswel, 2009). In conducting the research on leadership styles of rectors and tutor job satisfaction in Ghanaian polytechnics, the consent of the participants was sought and they were informed about the nature and purpose of the study and the confidentiality and anonymity of the information was assured. The study had been done in four Ghanaian polytechnics, however, due to ethical reasons; pseudonyms had been used to replace the names of the polytechnics. This does not, however, imply that readers cannot infer the true identity of the said polytechnics (Sikes & Potts, 2008).

Findings and Discussion

This study examined the perceptions of tutors in four selected polytechnic institutions in Ghana, regarding the leadership styles of their rectors and the tutors' own job satisfaction levels. The study then sought to find out whether there was a relationship between the perceived rectors' style of leadership and the tutors' level of job satisfaction and also explored the predictive validity of the perceived rectors' style of leadership on the tutors' level of job satisfaction.

Out of the 260 questionnaires sent out, 220 (84.6%) were retrieved, putting the survey response rate at 84.6%.

This section presents and discusses the findings of the study. The following abbreviations were used in this section as interpreted below:

ISMR	=	Initiating Structure Mean Rating
CMR	=	Consideration Mean Rating
SD	=	Standard Deviation
DN	=	Deviation from Norm
DSMR	=	Deviation from Sample Mean Rating
OSMS	=	Overall Satisfaction Mean Score
ESMS	=	Extrinsic Satisfaction Mean Score
ISMS	=	Intrinsic Satisfaction Mean Score
SMS	=	Sample Mean Score
DSMS	=	Deviation from Sample Mean Score
LB	=	Leadership Behaviour
CLS	=	Consideration Leadership Style
ISLS	=	Initiating Structure Leadership Style
IS	=	Intrinsic Satisfaction
ES	=	Extrinsic Satisfaction

Leadership Styles of Polytechnic Rectors

The polytechnic tutors' perception of leadership styles of their respective rectors was measured by calculating the means of the responses and comparing these means with the norm and the sample means score. The mean scores calculated from the responses were then used to rate the rectors to see whether they were low or high on the consideration and initiating structure leadership style dimensions. The mean ratings are shown in Tables 1 and 2.

Mean Ratings of Rectors on the Consideration Leadership Style

Table 1 shows that AAP and TBP rectors were rated (47.75 and 46.51 respectively) above the norm (44.70) and the sample mean score (42.48) on the consideration leadership style dimension while HDP and KCP respondents rated their rectors (40.46 and 35.19 respectively) below the norm and the sample mean score on the said dimension.

Table 1: Tutors' Ratings of Rectors on Consideration Leadership Style Dimension

Institutions	Consideration Mean Ratings					
	CMR	SD	Norm	DN	SMR	D S M R
AAP	47.75	9.74	44.70	3.05	42.48	(5.27)
HDP	40.46	12.60	44.70	-4.24	42.48	(-2.02)
KCP	35.19	11.01	44.70	-9.51	42.48	(-7.29)
TBP	46.51	10.73	44.70	1.81	42.48	(4.03)
Sample Mean Rating				=	42.48	
Norm Mean Score				=	44.70	

The finding in respect of AAP and TBP suggests that tutors at AAP and TBP perceived their rectors as leaders who do personal favours for staff members, make things pleasant, are easy to understand, listen to them, are open, friendly and approachable, explain their actions, seek welfare of tutors, act in consultation with tutors, put suggestions made by tutors into operation and get tutors' approval in important matters before going ahead. These rectors are therefore, perceived by their tutors to be high on the consideration dimension of leadership style. This finding is consistent with the notion that leaders with a score equal to or above the mean on a concerned dimension are perceived to be high on that dimension while those with a score below the mean are considered

to be low on that dimension of leader behaviour. (Farahbakhsh, 2004; Halpins, 1966; Kareem, 1999). The needs and feelings of individuals are of overriding importance to such a leader (Hoy & Miskel, 1991). The leader is friendly and supportive in interactions with subordinates.

Mean Rating of Rectors on the Initiating Structure Leadership Style

Initiating structure leadership style was one of the styles that were important to this study. Table 2 provides tutors' ratings of rectors on initiating structure leadership.

Table 2: Tutors' Ratings of Rectors on Initiating Structure Leadership Style

Institutions	Initiating Structure Mean Ratings					
	ISMR	SD	Norm	DN	SMR	DSMR
AAP	47.00	9.19	37.90	9.10	46.49	(0.51)
HDP	46.93	11.21	37.90	9.03	46.49	(0.44)
KCP	44.02	11.45	37.90	6.12	46.49	(-2.47)
TBP	48.01	10.62	37.90	10.11	46.49	(1.52)
Sample Mean Rating				=	46.49	
Norm Mean Score				=	37.90	

Table 2 indicates that rectors of AAP, TBP and HDP were rated (47.00, 48.01 and 46.93 respectively) high on the initiating structure leadership style dimension and the rector of KCP was rated (44.02) low on that dimension. It is evident from this finding that AAP, HDP and TBP tutors perceived their rectors as demonstrating behaviours such as establishing well defined patterns, criticising poor work, trying out their new ideas with the group, ruling with iron hand, criticising poor work, assigning group members to particular tasks, scheduling the work to be done, maintaining definite standards of performance, emphasising the meeting of deadlines, encouraging the use of uniform procedures, making sure that their role in the organisation is understood by their staff members, asking that group members follow standard rules and regulations, letting group members know what is expected of them, seeing to it that group members are working up to capacity and the work of the group is coordinated. These rectors are therefore, perceived by their tutors to be high

on the initiating structure dimension of leadership style. This finding is in line with the conclusion reached by Farahbakhsh (2004), Halpins (1966), and Kareem (1999). They suggest that administrators (rectors) with a score equal to or above the mean on a concerned dimension are perceived to be high on that dimension while those with a score below the mean are considered low on that dimension of leader behaviour.

Again findings from Tables 1 and 2 indicate that AAP and TBP were high on both the consideration and initiating structure dimensions. This is a combination of high initiating structure and high consideration leadership styles (Halpin, 1966, Hoy & Miskel 1991; Sergiovanni & Carver, 1980). This suggests that rectors of these polytechnics have concerned for both people and production. Effective leaders are those who demonstrate high initiating structure (task-orientation) and high consideration (relationship-orientation) leadership behaviour.

In addition, findings from Tables 1 and 2 shows that HDP was low on consideration dimension, but high on initiating structure dimension. Hoy and Miskel (1991) referred to this style of leadership as a combination of high initiating structure and low consideration leadership style. This indicates that the rector of HDP was perceived as having less concern for the tutors and more concern for the task and performance. This is in line with the suggestions of Sergiovanni and Carver (1980), Hoy and Miskel (1991) and Karem (1999). They suggested that high initiating structure and low consideration leaders devote primary attention to getting the job done. It can be deduced from this finding that the rector of HDP is more concerned about the job than the welfare of staff. When a leader exhibits this style of leadership the staff merely participates rather than perform. Participation, as literature indicates, involves minimal commitments.

Another observation from Tables 1 and 2 is that KCP is low on both the consideration and initiating structure dimensions of leadership style. This leadership style is referred to as low initiating structure combined with low consideration by Sergiovanni and Carver (1980) and Owens (1991). This finding indicates that KCP tutors perceived their rectors as concerned neither with the task and performance nor with the relational aspects of his

administrative role as the rector. These finding support that of Sergiovanni and Carver (1980) who note that leaders who are low on both consideration and initiating structure dimensions of leadership style retreat to a generally passive role of allowing the situation to take care of itself.

Levels of Tutor Job Satisfaction

The levels of tutor job satisfaction in the polytechnics were measured by calculating the means of the responses and comparing these means with the norm and the sample means score. The mean scores calculated from the responses were used to determine the job satisfaction levels of tutors. The norm on the job satisfaction scale is interpreted as follows: 1.0 as very low, 1.1 – 2.0 as low, 2.1–3.0 as high and 3.1 - 4.0 as very high.

Overall Job Satisfaction Level of Tutors

Table 3 shows the overall job satisfaction level of tutors in the various polytechnics. AAP had the highest overall satisfaction score of 2.87; followed by TBP with 2.81; HDP had 2.54 and KCP with the least satisfaction score of 2.42.

Table 3: Overall Level of Tutor Job Satisfaction in the Polytechnics

Institution	Overall Level of Job Satisfaction			
	OSMS	SD	S MS	D S M S
AAP	2.87	0.55	2.65	0.22
HDP	2.54	0.73	2.65	-0.11
KCP	2.42	0.81	2.65	-0.23
TBP	2.81	0.74	2.65	0.16

Sample Mean Score = 2.65

The sample mean score of 2.65 for overall job satisfaction indicates that tutors had a high level of overall job satisfaction in the polytechnics. This is so because even the overall mean score of 2.42 for KCP, which had the lowest overall satisfaction mean score indicates a high level of overall job satisfaction among tutors in the polytechnics. The finding from Table 3 indicates that tutors are satisfied with the feeling of self-esteem or self-respect they get from their job, the opportunity for personal growth and development, the feeling of worthwhile accomplishment and job expectations. In addition, the finding also shows that tutors are satisfied with the amount of respect and fair treatment they receive from their superiors, the feeling of being informed in their job, the amount of supervision they receive, the opportunity for participation in the determination of methods, procedures, and goals. This finding is in agreement with studies

conducted by Attafuah (2004), Esia-Donkoh (2004) and Yelkperli (2003), which revealed that generally, teachers were satisfied with their job. The finding implies that teachers could make both the participating and the performance investment since they have overall job satisfaction. This is line with the observations of Karem (1999), Krug (1989) and Sergiovanni (1991) who argue that when applied to education, the two-factor theory suggests that job satisfaction is related to two decision possibilities for teachers: participation and performance.

Intrinsic Levels of Tutor Job Satisfaction

Table 4 shows that both AAP and TBP have the same mean score of 2.84 each on intrinsic satisfaction, which was higher than the sample mean score of 2.62, HDP and KCP had 2.47 and 2.33 respectively.

Table 4: Intrinsic Levels of Tutor Job Satisfaction in the Polytechnics

Institutions	Intrinsic Level of Satisfaction			
	ISMS	SD	S M S	D S M S
AAP	2.84	0.47	2.62	0.22
HDP	2.47	0.75	2.62	-0.15
KCP	2.33	0.77	2.62	-0.29
TBP	2.84	0.74	2.62	0.22
Sample Mean Score			= 2.62	

From the results indicated in Table 4, though the intrinsic satisfaction mean scores of HDP and KCP were lower than the sample mean score of 2.62, they lie within 2.1 – 3.0 indicating a high level of satisfaction as far as the norm mean score is taken into consideration.

It appears that polytechnic tutors had a high level of intrinsic satisfaction. This suggests that tutors in the various polytechnics get the feeling of self-esteem or self-respect, the opportunity for personal growth and development and the feeling of worthwhile accomplishment as well as the fulfillment of expectations in the job. This is in agreement with the findings of

researchers such as Hardman (1996); Herzberg (1966); McKee (1988); Proffit (1990) and Sergiovanni (1991) who found that intrinsic satisfaction are those aspects of an individual's job that impart feelings of self-esteem, achievement, personal development, accomplishment and fulfillment of expectations.

Extrinsic Levels of Teacher Job Satisfaction

Table 5 shows that AAP had the highest extrinsic satisfaction mean score of 2.89, followed by TBP, which had 2.78; HDP had 2.60 and KCP, 2.50.

Table 5: Extrinsic Levels of Tutor Job Satisfaction in the Polytechnics

Institutions	Extrinsic Level of Satisfaction			
	ESMS	SD	SMS	DSMS
AAP	2.89	0.62	2.69	0.20
HDP	2.60	0.71	2.69	-0.09
KCP	2.50	0.84	2.69	-0.19
TBP	2.78	0.74	2.69	0.09
Sample Mean Score			= 2.69	

The mean scores as presented in Table 5 shows a high level of extrinsic satisfaction taking the norm mean score into consideration. This is so despite the fact that HDP and KCP had extrinsic satisfaction mean scores lower than the sample mean score of 2.69.

It is evident from the findings that extrinsic satisfaction level is high among polytechnic tutors. This means the tutors feel their job impart a good amount of respect and fair treatment from superiors, they have a feeling of being informed in the job, they receive a good amount of supervision and have the opportunity for participation in the determination of methods, procedures, and goals. This finding supports the findings of Hardman (1996); Herzberg (1966); McKee (1988); Proffit (1990) and Sergiovanni (1991) who observed that extrinsic satisfiers are those aspects of an individual's job such as the degree of respect and fair treatment received, the feeling of being informed, the amount of supervision received and the opportunity for meaningful participation in the determination of methods, procedures and goals within the job. The findings also show that the extrinsic

satisfaction level of polytechnic tutors is slightly higher than their intrinsic satisfaction level. It appears so because the sample mean score of extrinsic satisfaction is 2.69 whilst that of intrinsic satisfaction is 2.62.

Relationship between Leadership Styles of Polytechnic Rectors and Tutor Job Satisfaction

The relationship between leadership styles of polytechnic rectors and tutor job satisfaction was explored by analysing the tutors' perception of polytechnic rectors' leadership style (consideration leadership style and initiating structure leadership style) identified as the independent variable, with the dependent variables, extrinsic and intrinsic tutor job satisfaction. The relationship between the independent variable and the dependent variables were investigated using the Pearson's Product Moment Correlation Coefficient. The output of correlation is presented in Table 6.

Table 6: Correlation between Variables

	CLS	p	ISLS	p	LB	p	IS	p
ISLS	.471**	.000						
LB	.799**	.000	.861**	.000				
IS	.553**	.000	.200**	.000	.414**	.003		
ES	.488**	.003	.237**	.000	.402**	.000	.687**	.000

** Correlation is significant at the 0.01 level (2-tailed).
N = 220

As shown in Table 6, at 0.01 alpha level, the correlation coefficient between initiating structure leadership style of polytechnic rectors and extrinsic job satisfaction level of tutors is statistically significant at $r = .237$, which shows that there was a low positive association between initiating structure leadership style of rectors and extrinsic satisfaction of tutors. The shared variance, $r^2 = .237^2 = 0.056169 \times 100 = 5.6\%$. Initiating structure leadership style of polytechnic rectors accounts for about 5.6% of the variation in extrinsic job satisfaction of tutors.

In addition, there was a low positive association ($r = .200$) between initiating structure leadership style and intrinsic satisfaction. The shared variance, as calculated from the coefficient of determination, (r^2), was 4%. Other statistically significant relationships obtained at 0.01 alpha level was that there was a moderate positive association ($r = .488$) between consideration leadership style and extrinsic job satisfaction and a moderate positive relationship ($r = .553$), between consideration leadership style and intrinsic job satisfaction. The shared variances as calculated from the coefficients of determination, r^2 were 23.8% and 30.6% respectively. Thus, consideration leadership style accounted for 23.8% of extrinsic job satisfaction and 30.6% of intrinsic job satisfaction.

Furthermore, at 0.01 alpha level ($p \leq 0.01$), leadership behaviour, an independent variable was found to have a

low positive association ($r = .402$), with extrinsic job satisfaction as one of the variables, and a low positive association ($r = .414$), with intrinsic job satisfaction. Shared variances obtained for that relationship were 16.2% and 17.1% respectively. Thus, leadership style accounts for 16.2% of extrinsic job satisfaction and 17.1% of intrinsic job satisfaction.

These findings support the following studies. Gallmeier (1992) and Sashkin (1996) indicated that administrators who are effective leaders exhibit leadership styles that support teacher job satisfaction. Woodard (1994) found a positive relationship between leader behaviour and teacher job satisfaction. Rectors who were high on both dimensions (task and relationship) of leader behaviour had a more significant impact on tutor job satisfaction.

Woodard (1994) suggests that the relationship dimension of leader behaviour had a stronger statistical significance to teacher job satisfaction than the task dimension.

To determine the effect of consideration leadership style (X_1) and initiating structure leadership style (X_2) on extrinsic job satisfaction the Enter Method Regression Analysis was used.

Table 7: Results of the Enter Method Regression Analysis Using Consideration and Initiating Structure Leadership Styles to Predict Extrinsic Job Satisfaction

Variables	R Square	B Weight	t Value	Level of significance	Significance	Remarks
CLS	.238	.140	7.198	$p < .01$.000	S
ISLS		0.003835	.136	$p < .01$.892	NS
(Constant)		4.639	3.917	$p < .01$		

Dependent variable: Extrinsic Satisfaction (ES) p is significant at 0.01 level.

S = significant

NS = not significant

$$ES = 4.639 + 0.140X_1 + 0.003835X_2$$

From Table 7, the claim/supposition that consideration leadership style (X_1) has no significant effect on tutors' extrinsic job satisfaction is significant (ES) is rejected at $\alpha = 0.01$ ($t = > p < 0.000$). However, the result of the regression analysis shows that the claim/supposition that initiating structure leadership style (IS) has no significant effect on tutors' extrinsic job satisfaction (ES) cannot be rejected at $\alpha = 0.01$ ($t = > p < 0.892$).

The combined predicting power of consideration and initiating structure leadership styles predict 23.8% of

extrinsic job satisfaction. In addition, the consideration leadership style better predicts extrinsic job satisfaction than the initiating structure leadership style.

To determine the effect of consideration leadership style (X_1) and initiating structure leadership style (X_2) on extrinsic job satisfaction the Enter Method Regression Analysis was again used.

Table 8: Results of the Enter Method Regression Analysis Using Consideration and Initiating Structure to Predict Intrinsic Job Satisfaction

Variables	R Square	B Weight	T Value	Level of significance	Significance	Remarks
CLS	.310	.169	.221	$p < .01$.000	S
ISLS		-0.0324	-1.215	$p < .01$.226	NS
(Constant)		4.816	4.301	$p < .01$		

Dependent variable: Intrinsic Satisfaction (IS) p is significant at 0.01 level.

S = significant

NS = not significant

$$IS = 4.816 + .169x_1 - .00324x_2$$

Analysis from Table 8 shows that the claim/supposition that consideration leadership style (X_1) has no significant effect on tutors' intrinsic job satisfaction (IS) is rejected at $\alpha = 0.01$ ($t = > p < 0.000$). On the other hand, the result of the regression analysis shows that the claim/supposition that initiating structure leadership style (IS) has no significant effect on tutors' intrinsic job satisfaction (IS) cannot be rejected at $\alpha = 0.01$ ($t = > p < 0.226$).

The combined predicting power of consideration and initiating structure leadership style accounts for 31.0% of intrinsic job satisfaction. In addition, the consideration leadership style better predicts intrinsic job satisfaction than the initiating structure leadership style. This is shown by the highly significant Beta (B Weight) of 0.140 (Table 7) at 0.01 level of significance ($p = .000$) for extrinsic satisfaction and Beta (B Weight) of 0.169 (Table 8) at 0.01 level of significance ($p = .000$) for intrinsic satisfaction. Initiating structure recorded Beta values of 0.003835 for extrinsic satisfaction and -0.0324 for intrinsic satisfaction.

Leadership style predicts about 23.8% of the variation in extrinsic job satisfaction and 31% of the variation in intrinsic job satisfaction. One might be tempted to consider the 31% and 23.8% insignificant in predicting the effect of leadership style on job satisfaction. However, considering that there are other variables that predict tutor job satisfaction and leadership style alone accounts for 31% of the variation in intrinsic tutor job satisfaction and 23.8% of the variation in extrinsic tutor job satisfaction, then the predictive value of rectors' leadership style on tutor job satisfaction is quite high.

It is evident from the finding that leadership styles of rector's influence tutor job satisfaction. This confirms the findings of Everett (1987); Fowler (1991) and Klawitter (1985). They suggest that leadership behaviours of heads of educational institutions have been consistently associated with teacher job satisfaction; and leadership styles of individual principals are powerful predictors of teacher job satisfaction.

Conclusions and Recommendations

It could be concluded from the study that the leadership styles of polytechnic rectors, as perceived by tutors, influenced their (tutors') job satisfaction. In the opinion of tutors, rectors are more concerned about task and performance than about the interpersonal aspects of the rector's role. Also, in the opinion of tutors, consideration leadership style increases tutor job satisfaction.

Based on the findings of the study, it has been recommended that since staff perception of rectors' leadership has an effect on tutor job satisfaction, they (rectors) should periodically allow their staff to tell them what they think about their style of leadership. Also, Conference of Rectors of Polytechnic CORP) should design questionnaire on "Leadership behaviour" so that from time to time (on regular basis), tutors will use the questionnaire to assess their rectors' style of leadership. Again, in-service training (INSET) programmes for rectors should be institutionalised and organised periodically to enable them update their knowledge, skills and

competencies in educational leadership, so as to improve their leadership behaviour.

The study revealed that tutors in the polytechnics perceive their rectors to be more concerned about work than staff welfare. Rectors should, therefore, pay attention to issues that affect the welfare of staff by organising regular durbars during which, the problems of staff will be discussed so that solutions will be found to them.

Since the study revealed that leadership style and job satisfaction has a strong relationship, rectors should employ leadership approaches that will create enabling environment for tutors to work without fear and with satisfaction. Rectors could do this by:

- providing tutors with the opportunity for personal growth and advancement through establishment of linkages with well-developed institutions and exchange programmes;
- giving prompt and accurate feedback to tutors;
- assuring tutors of job security, physical and emotional safety in the organisational structure of the polytechnics; and
- providing support and ensuring adequate supply of resources for teaching and learning.

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