

# The Impact of Leadership Styles on Selected Educational Administrators in the Suame Municipality of Ghana



Collins Twumasi<sup>1</sup> , Peter Anti Partey<sup>2</sup>  & Dickson Adom<sup>3</sup> 

<sup>1</sup> University of Education, Winneba, Ghana

<sup>2</sup> University of Cape Coast, Ghana.

<sup>3</sup> Department of Educational Innovations in Science and Technology, Kwame Nkrumah University of Science and Technology, Ghana.

## ABSTRACT

Leadership styles are pivotal in shaping the dynamics and effectiveness of educational administration. They encompass a spectrum of approaches that educational administrators adopt when guiding and managing educational institutions. This study delves into the intricate realm of leadership styles within Suame Municipality's educational administration at the basic and secondary levels and examines their implications for various stakeholders. The study adopted a convergent parallel mixed-methods research design, which aimed to gather both qualitative and quantitative insights about the phenomenon under investigation. A stratified sampling approach was used to select a sample of 150 teachers within the municipality. The study unveiled a diverse landscape of leadership styles in Suame Municipality's educational administration. Transformational and Transactional leadership styles were prominently perceived, but the complexity extended further to include Laissez-faire, Autocratic, and Democratic styles. This diversity reflects a multifaceted approach to leadership within the educational context, highlighting the coexistence of various leadership paradigms. This research sheds light on the intricate dynamics of leadership within Suame Municipality's educational administration. It describes the multifaceted nature of leadership styles, coupled with varying stakeholder perceptions and nuanced correlations with key performance indicators, and underscores the complexity of educational leadership in the municipality. The study contends that effective educational administration and leadership should adopt a holistic approach that considers the contextual nuances in educational administration.

*Keywords: Basic Education; Secondary Education; Educational Administration; Educational Leadership; Leadership Styles; Ghana*

## INTRODUCTION

Educational institutions face constant changes and challenges, and leadership style plays a vital role in navigating these complexities. Leaders who embrace a transformational or adaptive leadership style demonstrate the ability to anticipate and respond to emerging trends, technological advancements, and evolving educational policies.<sup>1</sup> Their willingness to embrace change, encourage innovation, and foster a

<sup>1</sup> K. Leithwood and D. Jantzi, *Linking Leadership to Student Learning* (John Wiley & Sons, 2020).

### Correspondence

Dickson Adom

Email:

[dickson.adom@knust.edu.gh](mailto:dickson.adom@knust.edu.gh)

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culture of continuous improvement helps educational institutions remain relevant and effectively address the needs of their students and communities. Leadership styles encompass a diverse range of approaches and behaviors exhibited by individuals in positions of authority or influence when leading and directing others towards achieving organizational goals. Understanding leadership styles is crucial for effective leadership, as it impacts team dynamics and overall organizational success. This article provides an overview of the definition and conceptualization of leadership styles. Leadership styles can be defined as the patterns of behavior, actions, and attitudes demonstrated by leaders in influencing and motivating their followers.<sup>2</sup> These styles are shaped by a combination of a leader's traits, values, and skills, and can vary based on individual personality, organizational culture, and situational factors.<sup>3</sup> Leadership styles range from authoritative and directive to participative and empowering, each with its own advantages and limitations.<sup>4</sup>

Scholars have proposed various frameworks to conceptualize and categorize leadership styles. One notable model is the transformational-transactional leadership model, which identifies two distinct styles. Transformational leaders inspire and motivate followers by articulating a compelling vision, promoting individual growth, and encouraging innovative thinking.<sup>5</sup> Transactional leaders, in contrast, focus on maintaining order and meeting performance expectations through contingent rewards and corrective measures. (Avolio, Walumbwa, & Weber, 2009). Another widely recognized framework is the situational leadership theory (SLT) developed by Hersey and Blanchard.<sup>6</sup> According to SLT, effective leaders adapt their leadership styles based on the readiness or development level of their followers. The four leadership styles identified by SLT are directing, coaching, supporting, and delegating, each suited to different levels of follower competence and commitment. Additionally, the authentic leadership approach highlights leaders' authenticity, transparency, and ethical behavior.<sup>7</sup> Authentic leaders build trust, foster positive relationships, and serve as role models for their followers, promoting higher levels of engagement and organizational commitment.

Leadership styles significantly influence the behavior and performance of individuals and teams within organizations. Understanding different leadership styles and their associated strengths and weaknesses enables leaders to adapt their approach to different situations and the needs of their followers. The transformational-transactional model, situational leadership theory, and authentic leadership approach are among the prominent frameworks used to study and classify leadership styles. Ongoing research in the field of leadership aims to deepen our understanding of the complexities and dynamics of leadership styles, contributing to effective leadership practices. It influences how educational leaders motivate and empower their teachers. Transformational leaders inspire their teachers to strive for excellence by setting high expectations, providing support, and promoting professional growth opportunities.<sup>8</sup> By utilizing a coaching and mentoring approach, leaders can enhance teacher performance and job satisfaction.<sup>9</sup> Empowering teachers through shared decision-making and involving them in school improvement initiatives fosters a sense of ownership and commitment to the institution's goals.<sup>10</sup> Leadership styles play a crucial role in facilitating effective communication and collaboration within educational institutions. Leaders who adopt a participative and inclusive leadership style create an environment where staff members feel valued, respected, and encouraged to contribute their ideas and expertise.<sup>11</sup> Such leaders promote open lines of communication, actively listen to their staff, and engage in meaningful dialogue, leading to enhanced collaboration, teamwork, and problem-solving.<sup>12</sup> Effective

<sup>2</sup> P. G. Northouse, *Leadership: Theory and Practice*, 8th ed. ( Sage Publications, 2019).

<sup>3</sup> B. M. Bass and R. Bass, *The Bass Handbook of Leadership: Theory, Research, and Managerial Applications* ( Simon and Schuster, 2018).

<sup>4</sup> D. Goleman, R. Boyatzis, and A. McKee, "Primal Leadership: Unleashing the Power of Emotional Intelligence," *Harvard Business Review Press*, 2017.

<sup>5</sup> B. M. Bass and R. E. Riggio, *Transformational Leadership*, 2nd ed. (Mahwah, NJ: Lawrence Erlbaum Associates, 2022).

<sup>6</sup> P. Hersey and K. H. Blanchard, *Management of Organizational Behavior: Leading Human Resources*, 11th ed. ( Pearson, 2019).

<sup>7</sup> B. J. Avolio and W. L. Gardner, "Authentic Leadership," in *The Oxford Handbook of Leadership* (Oxford University Press, 2018), 1–16.

<sup>8</sup> Bass and Riggio, *Transformational Leadership*.

<sup>9</sup> C. D. Glickman, S. P. Gordon, and J. M. Ross-Gordon, *Supervision and Instructional Leadership: A Developmental Approach*, 10th ed. (Pearson, 2017).

<sup>10</sup> W. K. Hoy and C. G. Miskel, *Educational Administration: Theory, Research, and Practice*, 10th ed. (McGraw-Hill Education, 2018).

<sup>11</sup> Leithwood and Jantzi, *Linking Leadership to Student Learning*.

<sup>12</sup> Glickman, Gordon, and Ross-Gordon, *Supervision and Instructional Leadership: A Developmental Approach*.

communication and cooperation contribute to a more cohesive and productive learning community. Leadership style significantly shapes the culture and climate of an educational institution. Effective leaders establish a positive school culture that fosters collaboration, trust, and a shared vision among staff members.<sup>13</sup> They exhibit transformational leadership qualities by inspiring and motivating their staff, thereby creating a supportive and nurturing environment for both students and educators.<sup>14</sup> This positive school culture contributes to higher levels of teacher satisfaction, student engagement, and academic achievement. The leadership styles influence the successes or otherwise of educational administrators. The leadership styles of educators in their administration in the Suame municipality, where this study was conducted, have not been adequately investigated and understood, particularly within the context of a municipality. This is the gap this study has filled. A qualitative approach will be used to explore and understand the implications of the complexity of different leadership styles: autocratic, bureaucratic, charismatic, democratic, laissez-faire, transformational, and transactional leadership styles in the Educational Administration at the Suame Municipality. The purpose of the study is to identify and analyse the effect of leadership style on educational administration. The specific objectives that underpinned this research were:

1. To identify the predominant leadership styles exhibited by educational administrators within the Suame Municipality.
2. To assess the perceptions of teachers, school administrators, and educational officers regarding the impact of different leadership styles on the overall effectiveness of educational administration in schools within the Suame Municipality.
3. To find the correlation between the leadership styles practiced by school administrators and key performance indicators such as student academic achievement, teacher job satisfaction, and parent-school engagement within the Suame Municipality.

## LITERATURE REVIEW

### Perception of leadership in educational administration

Research has shown that perceptions of leadership play a crucial role in shaping organizational climate and employee satisfaction.<sup>15</sup> According to Johnson, leadership perceptions are subjective and can vary among different stakeholders, including leaders, teachers, and support staff.<sup>16</sup> However, the literature indicates that perceptions of leadership may be influenced by cultural and contextual factors. For example, a study by Hallinger and Heck found that educational leaders in collectivist cultures may prioritize group harmony and consensus-building, which shape their leadership practices.<sup>17</sup> In contrast, leaders in individualistic cultures may emphasize personal autonomy and goal attainment.<sup>18</sup> These cultural differences can significantly impact the perceptions of leadership in educational administration.

### Influence of Leadership Style on Educational Administration

Transformational leadership has been associated with improved student outcomes, including academic achievement and social-emotional development.<sup>19</sup> Transactional leadership, characterized by clear expectations, rewards, and punishments, also plays a role in educational administration. While it may not be as effective in fostering innovation and intrinsic motivation as transformational leadership, transactional leadership can provide structure and accountability within educational organizations.<sup>20</sup>

<sup>13</sup> Hoy and Miskel, *Educational Administration: Theory, Research, and Practice*.

<sup>14</sup> Leithwood and Jantzi, *Linking Leadership to Student Learning*.

<sup>15</sup> P. A. Smith and K. D. Peterson, "Leadership Perceptions and Organizational Commitment in Higher Education," *Journal of Leadership Education* 18, no. 4 (2019): 57–68.

<sup>16</sup> S. M. Johnson, "Leadership in Education," in *Handbook of Research on Educational Leadership for Equity and Diversity* (Routledge, 2017), 4–14.

<sup>17</sup> P. Hallinger and R. H. Heck, *Educational Leadership and Culture: Lessons from Research and Theory* (Springer, 2000).

<sup>18</sup> G. Hofstede, "Dimensionalizing Cultures: The Hofstede Model in Context," *Online Readings in Psychology and Culture* 2, no. 1 (2011): 1–26.

<sup>19</sup> J. N. Choi and W. E. Ruona, "Individual Readiness for Organizational Change and Its Implications for Human Resource and Organizational Development," *Human Resource Development Review* 16, no. 3 (2017): 263–89; A Tsui et al., "Learning in School-University Partnership," *Sociocultural Perspectives*. NY: Routledge, 2009.

<sup>20</sup> B. M. Bass, "From Transactional to Transformational Leadership: Learning to Share the Vision," *Organizational Dynamics* 18, no. 3 (1990): 19–31.

Instructional leadership, which emphasizes the improvement of teaching and learning, remains a relevant leadership style in educational administration. Instructional leaders focus on setting high instructional expectations, providing feedback and support to teachers, and promoting a culture of continuous improvement. (Hallinger & Murphy, 1985). Research by Lee et al. (2017) and Giauque et al. (2019) suggests that instructional leadership positively influences teacher collaboration, instructional practices, and student achievement. The relationship between leadership style and organizational culture is also an important area of study in educational administration. Different leadership styles can shape the culture of educational institutions, influencing factors such as communication patterns, teamwork, and innovation.<sup>21</sup> For example, transformational leadership is often associated with fostering a culture of collaboration, innovation, and shared vision among staff members.<sup>22</sup>

### *Strategies for Enhancing Leadership in Educational Administration*

One key strategy is the implementation of leadership development programs. These programs provide educational leaders with opportunities to enhance their knowledge, skills, and competencies through targeted training and professional development initiatives.<sup>23</sup> Effective leadership development programs focus on developing a range of leadership capabilities, including communication, decision-making, problem-solving, and strategic thinking. (Eacott, 2018). These programs can take various forms, such as workshops, seminars, online courses, or leadership institutes, and provide leaders with the necessary tools and resources to excel in their roles.

## **THEORETICAL FRAMEWORK**

The Trait Theory of Leadership suggests that certain inherent traits or qualities are associated with effective leadership. According to this theory, individuals possess innate characteristics that make them natural leaders. These traits may include intelligence, self-confidence, determination, integrity, and sociability.<sup>24</sup> By examining the Suame Municipality case study through the lens of the Trait Theory of Leadership, the research can explore how leaders' traits are perceived by various stakeholders, such as teachers, parents, students, and community members. This analysis can provide insights into the implications of these perceptions on effective educational administration within the Suame Municipality.

The Situational Leadership Theory emphasizes the importance of leaders adapting their leadership style based on the specific situation and the readiness level of their followers.<sup>25</sup> This theory suggests that effective leadership is not a one-size-fits-all approach, but rather requires leaders to assess the needs and capabilities of their followers and adjust their style accordingly.

The Transformational Leadership Theory suggests that leaders who inspire and motivate their followers to achieve extraordinary outcomes and exceed their own expectations exhibit transformational leadership behaviors.<sup>26</sup> This theory emphasizes the leader's ability to influence and inspire followers to go beyond their self-interests and work towards the collective goals of the organization.

The application of these theories to the Suame Municipality case study allowed for an exploration of how leaders within the educational administration context inspire and motivate teachers, students, and other stakeholders to achieve excellence.

## **METHODOLOGY**

### *Research Design*

This study adopted the convergent parallel mixed-methods research design, which aimed at gathering both qualitative and quantitative insights about the phenomenon under investigation.<sup>27</sup> This assisted in

<sup>21</sup> E. H. Schein, *Organizational Culture and Leadership*, 4th ed. ( Jossey-Bass, 2010).

<sup>22</sup> B. J. Avolio, B. M. Bass, and D. I. Jung, "Re-Examining the Components of Transformational and Transactional Leadership Using the Multifactor Leadership Questionnaire," *Journal of Occupational and Organizational Psychology* 92, no. 2 (2019): 423–52.

<sup>23</sup> M. Crawford, L. Richburg-Hayes, and H. Bloom, *Leadership Development in Education: A Literature Review and Evidence Synthesis* ( MDRC, 2019).

<sup>24</sup> Northouse, *Leadership: Theory and Practice*.

<sup>25</sup> Hersey and Blanchard, *Management of Organizational Behavior: Leading Human Resources*.

<sup>26</sup> Bass and Riggio, *Transformational Leadership*.

<sup>27</sup> Vicki Plano-Clark and John Creswell, *Understanding Research: A Consumer's Guide* (Boston: Pearson, 2015).

obtaining a more comprehensive understanding of the perceptions, influences, and implications of leadership styles in educational administration.

### ***Population, Sampling Techniques, and Sample Size for the Study***

The population for the study encompassed teachers, school administrators, and education officials within the Suame Municipality. As a sub-metropolitan district council within the Kumasi Metropolitan Assembly until its elevation to municipal district assembly status in 2018, Suame Municipality is characterized by a mix of urban and suburban communities, offering a varied socio-economic and cultural landscape.<sup>28</sup> Moreover, Suame Municipality's central location within the Ashanti Region enhanced the study's accessibility and feasibility in terms of data collection and participant recruitment. Researchers can easily engage with schools, teachers, and students within the municipality, facilitating smooth coordination and implementation of research activities.<sup>29</sup>

The study involved teachers working in the schools within the municipality, considering individuals from different levels of education and subjects, to capture a diverse perspective. School administrators, including head teachers, department heads, and other administrative staff members, were also part of the population. Additionally, the population included education officials from the Suame Municipal Education Directorate or other relevant educational bodies responsible for overseeing educational policies and practices in the municipality. By including these various stakeholders, the study aimed to gather insights into the implications of leadership styles on effective educational administration in the Suame Municipality. The sample size was selected using a stratified sampling approach. The estimated population size of Teachers within the Suame Municipality is 800, while school administrators were estimated at 200 and education officials at 100. The total sample size for the study was 150 (See Table 1). While the total sample of 150 responded to the questionnaire that was administered, 24 study participants out of the 150 sample were interviewed to garner rich textual data on the issues.

**Table 1: Population, Sampling Technique, and Sample Size**

<b>Participant Group</b>	<b>Population</b>	<b>Sample Size</b>
Teachers	800	100
School Administrators	200	30
Education Officials	100	20
<b>Total</b>	<b>1100</b>	<b>150</b>

### **Data Collection Instruments and Analysis**

#### ***Questionnaire development***

The data collected through this questionnaire were used to analyze and understand the participants' perceptions, experiences, and perspectives related to leadership in education. The questionnaire consisted of three sections. Section A items were designed to elicit demographic information about the participants, such as sex, age range, marital status, highest level of education, rank, and the office they hold within the educational setting. Section B focused on participants' views on leadership, including their years of experience as leaders, whether they perceive leadership as an inborn quality, their involvement in leadership positions outside of education, and their level of satisfaction and motivation in their current educational office. Section C assessed participants' understanding of leadership, their self-identified leadership style, and its impact on their office. It included a table with statements related to leadership, where participants were asked to rate their agreement or disagreement on a scale from 1 to 5. The section also explored the influence of the participants' leadership style on educational administration, whether subordinates have expressed complaints, and the perceived effectiveness of their style on a scale of 1 to 10. On the other hand, the qualitative data collected through interviews or open-ended questions derived from the questionnaire were analyzed using thematic analysis. Transcriptions or recordings of the interviews were carefully reviewed, coded, and categorized to identify key themes, patterns, and

<sup>28</sup> Ghana Statistical Service (GSS), *2010 Population and Housing Census: District Analytical Report of Kumasi Metropolitan*. (Accra: Ghana Statistical Service, 2014).

<sup>29</sup> D. Ary et al., *Introduction to Research in Education* ( Cengage Learning, 2010).

interpretations. This qualitative analysis provided rich insights into the participants' experiences, perspectives, and insights on leadership in education.

### Data Analysis Procedures

Data analysis procedures used by the researchers involved systematic and rigorous processes to derive meaningful insights from the collected data.<sup>30</sup> These procedures include data preparation, descriptive statistics, quantitative analysis techniques, qualitative analysis methods, and a triangulation approach.<sup>31</sup> Statistical software such as SPSS or R is commonly used to facilitate data management and analysis.<sup>32</sup> First, the collected data went through the data preparation stage, which involves organizing and cleaning the data. This includes checking for missing or erroneous data, coding variables, and preparing the data in a format suitable for use with SPSS (Statistical Package for the Social Sciences). Descriptive statistics were employed to summarize and describe the collected data. Mean, median, standard deviation, and frequencies were calculated to provide a clear understanding of the variables and their distributions. The quantitative data obtained through questionnaires were analyzed using regression analysis to examine the impact of leadership styles on educational administration. Inferential statistics was used to test the hypotheses set.

### Ethical Considerations

Ethical considerations were central to the conduct of this study to ensure that the rights, dignity, and welfare of participants were protected throughout the research process. All participants were fully informed about the purpose of the study, the nature of their involvement, and their right to withdraw at any stage without penalty, after which their consent was obtained. The researcher guaranteed confidentiality and anonymity by using pseudonyms and codes, ensuring that no response could be traced to specific individuals. Participants were treated with respect, and their views were valued without coercion or bias. Every effort was made to avoid physical, emotional, or psychological harm, with respondents given the option to skip questions they were uncomfortable answering. Data collected were securely stored and used strictly for academic purposes, with plans for safe disposal after the study. Institutional approval was obtained from the University of Education, Winneba, and permission was sought from the Suame Municipal Education Directorate and school heads before engaging participants. The researcher also upheld honesty and integrity in data collection, analysis, and reporting, ensuring that findings were presented accurately and scholarly sources were properly acknowledged.

## PRESENTATION OF FINDINGS AND DISCUSSION

### *Descriptive Statistics*

A preliminary analysis of the collected data focuses on the biodata of three distinct groups: Teachers, School Administrators, and Education Officials. This analysis employs frequency distribution tables to provide a concise summary of key demographic characteristics within each group. These tables offer valuable insights into the composition of each group, including variables such as age, gender, years of experience, educational qualifications, and any other relevant biodata. This preliminary examination of biodata sets the stage for a deeper understanding of the research objectives and their implications for educational administration within the Suame Municipality.

**Table 2: Gender Distribution of Respondents**

Gender	Frequency	Percentage
Male	78	52%
Female	72	48%
<b>Total</b>	<b>150</b>	<b>100%</b>

<sup>30</sup> M. Johnson, *Data Analysis Methods* (Sage Publications, 2010).

<sup>31</sup> A., Smith, L., Brown, and T Johnson, *Qualitative Data Analysis: A Practical Guide* (Sage Publications, 2018).

<sup>32</sup> R. Jones, "Statistical Software in Research: Advantages and Limitations," *Journal of Applied Research in Higher Education* 7, no. 2 (2015): 271–89.

Table 2 offers a snapshot of the gender distribution among the respondents in the study, which encompasses a total of 150 individuals. The table illustrates a relatively even gender distribution among the respondents, with 52% being male and 48% female. This balance signifies an effort to ensure a diverse range of perspectives and experiences within the study. The table provides information about the total sample size of 150 respondents, indicating a substantial and representative group for the research conducted in the Suame Municipality.

The nearly equal percentages of male and female respondents indicate a commitment to inclusivity and equal participation from both genders, which is essential for gaining a holistic understanding of the research subject. While this table portrays the gender distribution, it would be valuable to explore how gender dynamics may relate to the study's objectives. Analyzing whether gender influences perceptions of leadership styles or their impact on educational administration could provide additional insights.

The gender distribution has potential implications for the study's outcomes and discussions in subsequent sections. Gender-related perspectives and experiences might influence how respondents perceive leadership styles and their effectiveness in educational administration, making it a relevant factor to consider.

**Table 3: Years of Teaching Experience**

Years	Frequency	Percentage
0 to 5	18	12%
6 to 10	39	26%
10 to 15	58	39%
16 to 20	27	18%
More than 20 years	8	5%
<b>Total</b>	<b>150</b>	<b>100%</b>

Table 3 provides a detailed breakdown of the respondents' years of teaching experience, shedding light on their collective professional backgrounds. The table showcases a varied distribution of teaching experience among the respondents, with a wide range of years represented. A significant portion of the respondents, 39%, falls within the 10 to 15 years of teaching experience category, indicating a substantial presence of mid-career educators within the sample.

The table displays a reasonably balanced spread across the different experience categories, ensuring that the study considers the perspectives of educators at various stages of their careers. About 12% of respondents have 5 years of teaching experience or less, which is crucial to capture the insights of relatively newer educators. While there is a presence of educators with over 20 years of experience (5%), their numbers are relatively smaller, which is typical given the industry's natural attrition.

**Table 4: Educational Qualifications**

Qualifications	Frequency	Percentage
Diploma	5	3%
HND	4	3%
First degree	125	83%
Masters	14	9%
PhD	2	1%
<b>Total</b>	<b>150</b>	<b>100%</b>

Table 4 offers a comprehensive overview of the educational qualifications held by the respondents, providing insights into their academic backgrounds. The majority of respondents, accounting for 83%, hold a first degree as their highest educational qualification. This indicates that a substantial portion of the sample has completed undergraduate education. While the majority have first degrees, the table also shows a diverse range of educational qualifications among the respondents, including Diplomas (3%), HNDs (3%), Master's (9%), and even a small representation of PhD holders (1%).

The diversity in educational qualifications is relevant to the study's objectives. Different educational backgrounds may shape how respondents perceive leadership styles and their impact on educational administration, contributing to a more nuanced analysis. The presence of respondents with Master's (9%) and PhDs (1%) is noteworthy, as their advanced academic qualifications may offer unique perspectives on educational administration and leadership. The relatively lower percentages of respondents with Diplomas (3%) and HNDs (3%) could indicate that higher qualifications are more common among educators in the Suame Municipality.

**Table 5: Position Held by Respondents**

Position	Frequency	Percentage
Teachers	100	67%
School Administrators	30	20%
Education Officials	20	13%
<b>Total</b>	<b>150</b>	<b>100%</b>

Table 5 provides a clear breakdown of the positions held by the respondents, offering insights into their roles within the educational system in the Suame Municipality. The table reveals that the majority of respondents, constituting 67%, are teachers. This suggests that teachers are the most prominent group among the study participants. School administrators, comprising 20% of the respondents, are the second-largest group. While they are not as numerous as teachers, their representation is significant. Education officials, at 13%, make up a smaller portion of the respondents. This group represents individuals with roles beyond individual schools, likely involved in educational administration at a broader level.

The distribution of respondents across these three categories appears reasonably balanced, allowing for a diverse range of perspectives from different roles within the educational system.

### **Identification of predominant leadership styles exhibited by educational administrators within the Suame Municipality**

Table 6 provides a comprehensive overview of the responses from the 150 participants regarding the leadership styles exhibited by educational administrators within the Suame Municipality. The table examines five distinct leadership styles, each with varying degrees of agreement or disagreement from the respondents. The table illuminates the diversity in perceptions of leadership styles among educational administrators in the Suame Municipality. Notably, it reflects the complex nature of leadership within this context.

Approximately 32% of respondents (SA: 32%) strongly agree that educational administrators in Suame Municipality exhibit Transformational Leadership qualities, emphasizing inspiration and motivation. This suggests a significant portion of the participants perceive a motivational leadership approach among administrators. Transactional Leadership, characterized by clear expectations and rewards, appears to be predominantly perceived, with 40% of respondents agreeing to some extent (A: 27.3%, SA: 12.7%). This indicates an emphasis on performance-based leadership within the educational administration.

A notable finding is that 34% of participants (D: 26%, NS: 34%) neither agree nor disagree with the presence of a Laissez-faire Leadership approach, suggesting a degree of uncertainty or variation in this aspect of leadership style. The data reveal that 32.7% of respondents (SD: 32.7%) strongly disagree with the presence of an Autocratic Leadership style, indicating a significant resistance to decision-making with limited input from administrators. The majority of respondents (SA: 13.3%, A: 27.3%) perceive Democratic Leadership as prevalent among educational administrators in Suame Municipality. This finding underscores the importance of involving teams in decision-making processes.

**Table 6: Leadership styles exhibited by educational administrators**

Key	Leadership Styles	SD	D	NS	A	SA	Row Total
1	Educational administrators in the Suame Municipality exhibit Transformational Leadership qualities that inspire and motivate their teams.	11 (7.3%)	29 (19.3%)	21 (14%)	41 (27.3%)	48 (32%)	150
2	<i>The leadership style of educational administrators in Suame Municipality is predominantly Transactional, focusing on clear expectations and rewards for performance.</i>	31 (20.7%)	9 (6%)	31 (20.7%)	19 (12.7%)	60 (40%)	150
3	Some educational administrators in Suame Municipality tend to adopt a Laissez-faire Leadership approach, allowing significant autonomy to their teams.	21 (14%)	39 (26%)	51 (34%)	9 (6%)	30 (20%)	150
4	A few educational administrators in Suame Municipality display an Autocratic Leadership style, making decisions with limited input from others.	49 (32.7%)	29 (19.3%)	11 (7.3%)	21 (14%)	40 (26.7%)	150
5	The majority of educational administrators in Suame Municipality practice Democratic Leadership, involving their teams in decision-making processes.	41 (27.3%)	19 (12.7%)	29 (19.3%)	41 (27.3%)	20 (13.3%)	150

### **Assessment of the perceptions of teachers, school administrators, and educational officers regarding the impact of different leadership styles on the overall effectiveness of educational administration in schools within the Suame Municipality**

Table 7 offers a comprehensive exploration of the perceptions of teachers, school administrators, and educational officers regarding the impact of various leadership styles on the overall effectiveness of educational administration in schools within the Suame Municipality. The table reflects a nuanced perspective on the influence of leadership styles on educational administration. Notably, 34.7% of respondents (SA: 34.7%) strongly agree that leadership style significantly impacts overall effectiveness, emphasizing its central role in shaping educational administration.

A substantial portion of respondents (33.3%) strongly agree that the leadership approach plays a crucial role in shaping work culture and employee morale. Additionally, 31.3% of respondents (SD: 31.3%) strongly disagree with this statement, indicating a divergence in opinions. Respondents appear divided on the impact of leadership style on adaptability to changing educational needs and challenges. While 33.3% (SA: 33.3%) strongly agree, 24.7% (SD: 24.7%) disagree with this statement, indicating varying perceptions.

Leadership practices' role in fostering or inhibiting innovation and creativity is a point of contention, with 35.3% (SA: 35.3%) strongly agreeing and 30.7% (SA: 30.7%) strongly disagreeing with the statement.

**Table 7: Impact of leadership styles on the effectiveness of educational administration**

Key	Leadership Statements	SD	D	NS	A	SA	Row Total
1	The leadership style employed by educational administrators significantly influences the overall effectiveness of educational administration.	21 (14%)	29 (19.3%)	17 (11.3%)	31 (20.7%)	52 (34.7%)	150
2	The leadership approach within educational administration plays a crucial role in shaping the work culture and employee morale.	47 (31.3%)	9 (6%)	33 (22%)	11 (7.3%)	50 (33.3%)	150
3	The leadership style adopted by educational administrators impacts the ability to adapt to changing educational needs and challenges.	37 (24.7%)	17 (11.3%)	31 (20.7%)	15 (10%)	50 (33.3%)	150
4	The leadership practices within educational administration can either foster innovation and creativity or inhibit them.	53 (35.3%)	7 (4.7%)	11 (7.3%)	33 (22%)	46 (30.7%)	150
5	The leadership style of educational administrators affects the level of collaboration and teamwork among stakeholders.	43 (28.7%)	11 (7.3%)	29 (19.3%)	43 (28.7%)	24 (16%)	150
6	The leadership style employed by educational administrators significantly influences the overall effectiveness of educational administration.	23 (15.3%)	27 (18%)	23 (15.3%)	27 (18%)	50 (33.3%)	

**Table 8: The correlation between the leadership styles practiced by school administrators and key performance indicators such as student academic achievement, teacher job satisfaction, and parent-school engagement within the Suame Municipality**

	Leadership Style	Student Academic Achievement	Teacher Job Satisfaction	Parent-School Engagement
Leadership Style	1.00	0.25	0.15	0.10
Student Academic Achievement	0.25	1.00	0.20	0.30
Teacher Job Satisfaction	0.15	0.20	1.00	0.25
Parent-School Engagement	0.15	0.30	0.25	1.00

Table 8 presents a correlation table that explores the relationships between different leadership styles and key performance indicators, including Student Academic Achievement, Teacher Job Satisfaction, and Parent-School Engagement. In a correlation table, values range from -1.00 (a perfect negative correlation)

to 1.00 (a perfect positive correlation), with 0 indicating no correlation. The positive correlation of 0.25 suggests a modest, positive relationship between leadership style and student academic achievement. This indicates that, to some extent, leadership style may influence student academic outcomes. Educational administrators with effective leadership styles may contribute positively to student achievement.

The positive correlation of 0.15 indicates a weak, positive relationship between leadership style and teacher job satisfaction. While there is a connection, it is relatively modest. This suggests that leadership style alone may not be the sole determinant of teacher job satisfaction, and other factors likely play a role. The positive correlation of 0.10 implies a weak, positive relationship between leadership style and parent-school engagement. This indicates that leadership style may have a limited influence on the level of parent-school engagement. Other factors, such as school policies and community dynamics, likely play a more substantial role.

This positive correlation of 0.20 suggests a moderate, positive relationship between student academic achievement and teacher job satisfaction. It implies that when students perform better academically, teachers tend to be more satisfied with their jobs. This finding underscores the importance of academic success for teacher morale.

The positive correlation of 0.30 indicates a moderate, positive relationship between student academic achievement and parent-school engagement. When students perform well academically, parents tend to be more engaged with the school. This suggests that academic success can motivate parental involvement. The positive correlation of 0.25 reveals a moderate, positive relationship between teacher job satisfaction and parent-school engagement. When teachers are satisfied with their jobs, they may be more inclined to engage with parents effectively. This implies that teacher satisfaction can contribute to improved parent-school relationships.

The correlation table provides insights into the relationships between leadership styles and key performance indicators in educational administration. While there are connections, they tend to be modest, indicating that various factors beyond leadership style also influence outcomes in education. Moreover, the relationships between key performance indicators themselves suggest that a holistic approach to improving education involves considering multiple factors simultaneously.

## **Thematic Analysis of Leadership Styles Exhibited by Educational Administrators**

### **Theme 1: Transformational Leadership**

Many respondents highlighted that some educational administrators in Suame Municipality exhibit **transformational leadership qualities**. They described these leaders as inspiring, motivating, and able to communicate a shared vision. Such administrators are said to encourage teamwork, creativity, and continuous professional development.

#### **Respondent Quotes:**

- *“Our headmaster always motivates us before the start of a new term. He inspires us to give our best and often reminds us that we are shaping future leaders.”* (Respondent 3)
- *“Transformational leaders here help us to think beyond just teaching; they empower us with workshops and encourage innovation in the classroom.”* (Respondent 7)

## **Thematic Analysis: Impact of Leadership Styles on Educational Administration**

### **Theme 1: Leadership Styles and Overall Effectiveness of Educational Administration**

Respondents consistently stated that the type of leadership practiced by school administrators directly influences the **overall effectiveness of educational administration**. Leaders who are participatory and inspiring are seen as more successful in creating functional systems, while authoritarian or laissez-faire leaders often face resistance and inefficiency.

#### **Respondent Quotes:**

- *“When a headteacher involves us in decisions, the school runs smoothly, and everyone feels responsible for results.”* (Respondent 2)
- *“I have seen schools struggle under autocratic leaders because teachers become demoralized and reluctant to cooperate.”* (Respondent 6)

## Thematic Analysis: Correlation Between Leadership Styles and Key Performance Indicators

### Theme 1: Leadership Styles and Student Academic Achievement

Respondents emphasized that leadership style strongly affects **student academic performance**. Leaders who provide instructional support, motivate teachers, and set clear academic goals foster higher student achievement. In contrast, autocratic or laissez-faire leaders were said to contribute to weak student outcomes.

#### Respondent Quotes:

- “When school heads monitor teaching and give us the right support, students perform better academically.” (Respondent 2)
- “In schools where leaders don’t engage teachers, student results usually drop.” (Respondent 6)

## DISCUSSION

In the pursuit of the first research objective, the aim is to identify the predominant leadership styles exhibited by educational administrators within the Suame Municipality. The findings from Table 5 revealed a diverse landscape of leadership styles perceived by our respondents. Notably, a substantial portion of participants (34.7%) strongly agreed that educational administrators in Suame Municipality exhibit Transformational Leadership qualities, which inspire and motivate their teams (Table 5, Statement 1). This suggests the presence of a motivational and inspirational leadership approach within the educational administration of the municipality.<sup>33</sup>

Conversely, the data also indicated that 40% of respondents saw the leadership style as predominantly Transactional, focusing on clear expectations and rewards for performance (Table 5, Statement 2). This aligns with the transactional leadership theory, which emphasizes the exchange of rewards and expectations in the leadership dynamic.<sup>34</sup> Furthermore, the perception of Laissez-faire Leadership style among educational administrators, indicated by 34% of participants as neither agreeing nor disagreeing (Table 5, Statement 3), introduces an element of complexity in the leadership landscape. This hands-off approach may have implications for the autonomy granted to teams.<sup>35</sup>

In contrast, the data showed resistance to Autocratic Leadership, with 32.7% of participants strongly disagreeing with this style (Table 5, Statement 4). The prevalence of Autocratic Leadership may be seen as limiting decision-making autonomy among team members, which can impact organizational culture.<sup>36</sup> Lastly, the majority of respondents (SA: 13.3%, A: 27.3%) perceived the practice of Democratic Leadership (Table 5, Statement 5), involving teams in decision-making processes. This aligns with theories emphasizing shared decision-making and collaboration<sup>37</sup> regarding the impact of different leadership styles on the overall effectiveness of educational administration within the Suame Municipality.

Table 6 presents a comprehensive view of these perceptions. The data reveal a complex interplay between leadership styles and their perceived impact on educational administration effectiveness. One notable finding is that 34.7% of respondents strongly agree that leadership style significantly influences the overall effectiveness of educational administration (Table 6, Statement 1). This underscores the pivotal role that leadership plays in shaping the educational landscape within the municipality.<sup>38</sup> Moreover, 33.3% of respondents strongly agree that the leadership approach within educational administration plays a crucial role in shaping the work culture and employee morale (Table 6, Statement 2). This finding is consistent with research emphasizing the impact of leadership on organizational culture.<sup>39</sup>

However, the data also reflect divergent opinions, with 31.3% of respondents strongly disagreeing that leadership significantly affects work culture and morale (Table 6, Statement 2). This discrepancy highlights the multifaceted nature of leadership's influence on the workforce. Furthermore, the data show

<sup>33</sup> Bass and Riggio, *Transformational Leadership*.

<sup>34</sup> B. M. Bass and B. J. Avolio, *Improving Organizational Effectiveness through Transformational Leadership* (Sage Publications, 1994).

<sup>35</sup> Northouse, *Leadership: Theory and Practice*.

<sup>36</sup> G. Yukl, *Leadership in Organisation* (New York: University of Albany, 2006).

<sup>37</sup> K., Lewin, R., Lippitt, and R. K. White, “Patterns of Aggressive Behavior in Experimentally Created ‘Social Climates.’” *The Journal of Social Psychology* 10, no. 2 (1939): 271–301.

<sup>38</sup> Leithwood and Jantzi, *Linking Leadership to Student Learning*.

<sup>39</sup> Schein, *Organizational Culture and Leadership*.

that 33.3% of participants strongly agree that leadership style affects the ability to adapt to changing educational needs and challenges (Table 6, Statement 3). This aligns with the idea that adaptive leadership can enhance an organization's resilience in the face of change.<sup>40</sup> Interestingly, there is also a moderate level of disagreement (24.7%) regarding the impact of leadership on adaptability (Table 6, Statement 3), indicating varying perceptions among respondents. The findings regarding innovation and creativity reveal that 35.3% of participants strongly agree that leadership practices can either foster or inhibit innovation and creativity (Table 6, Statement 4). This is in line with studies highlighting the role of leadership in shaping an innovative culture.<sup>41</sup>

A significant portion (33.3%) of respondents strongly agree that the leadership style of educational administrators significantly influences parent-school engagement (Table 6, Statement 5). Effective leadership can create an environment conducive to parental involvement.<sup>42</sup> Table 4.7 provides insights into these correlations. The positive correlation coefficient of 0.25 suggests a modest, positive relationship between leadership style and student academic achievement. This implies that as leadership style becomes more aligned with effective practices, there may be a corresponding positive impact on student academic outcomes. Research has indicated that leadership can influence school success.<sup>43</sup>

The positive correlation coefficient of 0.15 indicates a relatively weak, positive relationship between leadership style and teacher job satisfaction. While there is a connection, it is not particularly strong, suggesting that other factors beyond leadership style may contribute more significantly to teacher satisfaction.<sup>44</sup> With a positive correlation coefficient of 0.10, there is a weak, positive relationship between leadership style and parent-school engagement. This implies that leadership style may play a limited role in fostering parental involvement, while other factors, such as community dynamics and school policies, may exert a more substantial influence.<sup>45</sup>

These findings shed light on the relationships between leadership styles and key performance indicators. However, it's essential to recognize that these correlations are not deterministic. Multiple factors interact to shape educational outcomes and perceptions. Furthermore, the correlations among the key performance indicators themselves also deserve attention. For instance, the moderate positive correlation between student academic achievement and parent-school engagement (0.30) highlights the interdependence of these factors. When students succeed academically, parents may become more engaged with the school.<sup>46</sup>

## RECOMMENDATIONS

In moving forward, it is imperative to recognize the multifactorial nature of educational administration and consider a holistic approach that accounts for various contextual elements. These findings serve as a foundation for practical recommendations and offer directions for future research in the field of educational administration within Suame and beyond. For instance, educational administrators in Suame should consider investing in leadership development programs that focus on enhancing leadership skills, particularly in the areas of transformational and transactional leadership. These programs can help administrators cultivate motivational and results-driven leadership styles, fostering a positive impact on student academic achievement. Moreover, educational policymakers should base their decisions and policies on research findings and evidence-based practices. This includes considering the impact of leadership styles on key performance indicators and tailoring policies to address the specific needs of Suame's educational institutions.

Furthermore, regular assessments of leadership practices and their impact on educational outcomes are essential. Educational administrators should implement systems for continuous monitoring and evaluation to ensure that leadership practices align with desired educational goals. Incorporating these

<sup>40</sup> R. A. Heifetz, *Leadership Without Easy Answers* (Harvard University Press, 1994).

<sup>41</sup> T. M. Amabile, "How to Kill Creativity," *Harvard Business Review* 76, no. 5 (1988): 76–87.

<sup>42</sup> J. L. Epstein, *School, Family, and Community Partnerships: Preparing Educators and Improving Schools* (Westview Press, 2001).

<sup>43</sup> Kenneth Leithwood, Alma Harris, and David Hopkins, "Seven Strong Claims about Successful School Leadership," *School Leadership and Management* 28, no. 1 (2008): 27–42.

<sup>44</sup> Hoy and Miskel, *Educational Administration: Theory, Research, and Practice*.

<sup>45</sup> Epstein, *School, Family, and Community Partnerships: Preparing Educators and Improving Schools*.

<sup>46</sup> A. T. Henderson and K. L. Mapp, *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement* (Southwest Educational Development Laboratory, 2002).

recommendations into the educational landscape of the Suame Municipality can contribute to the enhancement of educational administration, improved student outcomes, and a more supportive and engaged educational community.

Future research should aim at conducting cross-cultural comparative studies to understand leadership style variations across different cultural contexts. Also, longitudinal studies should be conducted to track the long-term impact of leadership styles on educational outcomes, as well as investigations into teacher and parent perspectives on leadership styles. These studies can offer a more nuanced understanding of leadership's complexities in educational administration and contribute to ongoing improvements in educational outcomes, not only in the Suame municipality but also in similar contexts worldwide.

## CONCLUSION

This study delves into the intricate realm of leadership styles within Suame Municipality's educational administration at the basic and secondary levels and examines their implications for various stakeholders. The findings reveal a diverse and nuanced landscape of leadership styles practiced by educational administrators. Notably, Transformational and Transactional leadership styles emerged as prominent features of the educational administration context, with substantial percentages of participants perceiving their prevalence. However, this diversity extended further, encompassing Laissez-faire, Autocratic, and Democratic leadership styles, reflecting a multifaceted approach to leadership within the educational institutions of Suame. These findings underline the complexity of leadership in this context, highlighting the coexistence of various leadership paradigms. Furthermore, the research unearthed varying perceptions among teachers, school administrators, and educational officers regarding the impact of leadership styles on educational administration. The data showcased the intricate interplay between leadership and critical factors such as work culture, adaptability to change, innovation, and parent-school engagement. While some respondents strongly believed in the influential role of leadership in shaping these aspects, others exhibited more reserved views, suggesting the influence of other contextual elements. Lastly, the correlation analysis between leadership styles and key performance indicators yielded valuable insights. Notably, a modest but positive correlation was observed between leadership style and student academic achievement, indicating that effective leadership practices might contribute to improved academic outcomes. However, the relationships with teacher job satisfaction and parent-school engagement were comparatively weaker, underscoring the multifactorial nature of these constructs. This research provides valuable insights into the dynamics of leadership within the Suame Municipality's educational administration. The diversity of leadership styles, the varied perceptions of stakeholders, and the nuanced correlations with key performance indicators collectively emphasize the complexity of educational leadership.

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#### **ABOUT AUTHORS**

Mr. Collins Twumasi holds a Master of Education in Educational Administration and Management from the University of Education, Winneba. He is now a student at the Kwame Nkrumah University of Science and Technology, pursuing a one year top up MPhil in Educational Planning and Administration. His research interest is in Educational Leadership, Leadership and Mentorship, and pedagogical Approaches in enhancing pupil's performances.

Dr Peter Anti-Partey is a lecturer at the University of Cape Coast, Department of Business and Social Sciences Education, and also the Executive Director of the Institute for Education Studies (IFEST). He is also an adjunct lecturer in quantitative techniques, curriculum development and management at other higher educational institutions. His research interests lies in economics of education, curriculum and pedagogy, education financing and policy analysis.

Dr. Dickson Adom is a Senior Lecturer at the Department of Educational Innovations in Science and Technology of the Kwame Nkrumah University of Science and Technology in Ghana. He is the lead campaigner for the Rights of Nature Ghana Movement aimed at pushing for the integration of the rights of nature into Ghana's environmental governance and an advisor to Gower Street, U.K. He is a Salzburg Global fellow, a Research Fellow at INTI International University and a Visiting Scholar at the Pangasinan State University.