

Examining the Transformational Leadership Qualities of Principals in the Colleges of Education in Ghana

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Abstract

A leader who practices transformational leadership is a leader, who is concerned with having a good and friendly relation with staffs, treats them fairly and equitably, offers help, advice, and encourages their personal and professional development through their involvement in the decision-making process and is concerned with the achievement of a goal or vision set. The current study thus examined transformational leadership qualities of principals in the colleges of education in Ghana. As a result, the central question that was addressed was What is the transformational leadership qualities of principals in the colleges of education in Ghana. The survey research design was employed to obtain a picture of the level of principals' transformational leadership and tutor commitment from colleges of education in Ghana. A mixed method strategy was employed to reach conclusions that are accurate, reliable and reproducible. The population of this study focused on tutors of Ola College of Education. Interviews, as well as questionnaires, were employed to collect the required data for this study. The main empirical findings of the study demonstrate that the principal's transformational leadership constructs have a significant influence on the level of tutor commitment. Though the direction is largely positive, some of the variables had negative effects. The analysis also suggests that age and gender are essential moderators for the principal's transformational leadership-commitment nexus.

Keywords: Transformational Leadership, Leadership Qualities, Leadership Style in Colleges

1.0 INTRODUCTION

In any organisation, the problems which are faced by employees in their working environment may invariably reduce their effectiveness and consequently general performance. These problems come in various forms and facets. One of such problems is stress in organisations (Cemaloğlu, Sezgin and Kılınc, 2012). Management literature and psychological analysis explain that stress stemming from the job might cause some problems (Rabindarang, Bing and Yin, 2014). However, most studies on organisational environment indicate that the reason for employees' job stress usually stems from the behaviours of organisational administrators (Alsaleh, 2014; Cemaloğlu et al. 2012) and that administrators' behaviours are related to various variables (Sukiman, Sukesi and Gustaman, 2018). These studies suggest that rapid reforms in organisational administration through effective transformational leadership are essential for maintaining the efficient organisational environment and increase productivity. The concept of transformational leadership is the process of change, followership empowerment, improving themselves and improving the organisational process. It is an enabling process which causes followers to accept responsibility and the processes to which they are assigned (Alsaleh, 2014; Darto, Djoko, Sukiano and Sugeng, 2015). The transformational leadership paradigm has rapidly become the choice for current research and application of leadership theory (Darto et al. 2015; Rabindaranget al. 2014). Transformational leadership focuses more on change and inspires followers to commit to a shared vision and goals for an organisation or unit, challenging them to be innovative problem solvers and developing followers' leadership capacity via coaching, mentoring and provision of both challenge and support.

Leadership goes beyond just social exchange or relationship which exists between followers and leaders. Relating this assertion to tutors' commitment, Brobbey (2016) states leadership must also address the follower's sense of self-worth to engage the follower in true commitment and involvement in the effort of driving organisational productivity. Indeed, transformational leadership takes a more significant commitment of employees. Transformational leaders act as mentors and coaches with a particular interest in the needs, growth and achievement of their followers. Thus when people and for that matter employees have their goals achieved through mentoring from their leaders, their commitment towards the organisation is deepened. Individualized commitment to the organisation is said to be mainly increased when new learning opportunities are created in conjunction with a supportive climate. In their

demonstration of individual consideration, the transformational leader is an activist listener and recognises and is accepting of employee's differences. In the spate of this, two-way communication is encouraged, and interactions with followers are personalised (Alsaleh, 2014). Transformational leaders employ delegation as a managerial technique to mentor and develop their followers. Monitoring mechanisms are installed to ensure that delegates have the needed resources and support to handle their assignments.

Another reason given for the relationship between transformational leadership and employees' commitment is its propensity towards intellectual stimulation. Within this context, transformational leaders encourage innovation and creativity by questioning assumptions, reframing problems, and approaching old situations in new ways (Shatzer, Caldarella, Hallam and Brown, 2014). By so doing, employees feel at home in their work environment and are committed for continuing their stay with the organisation. Also, leaders who practice transformational leadership qualities solicit new ideas and creative solutions to problems from employees in the process of addressing problems and finding solutions. When individual members make mistakes, the transformational leader does not criticise them publicly (Eliophotou and Menon, 2014). The preceding information gives a clear indication that transformational leadership in any organisation brings to bare various innovations and reformations which have effects on individual employees. Using principal leadership in the colleges of education and how it affects tutors' commitment, it could be observed that transformational leadership practised by principals can motivate tutors to change their attitude and values by being committed towards the mission and vision of colleges of education in Ghana. Transformational leadership to tutors' commitment is considered as important so much so that Eliophotou and Menon (2014) argued that school principals' leadership behaviours are accepted to be one of the reasons for the problems that occur in the school. In this sense, the author argued that ineffective leadership qualities reduce the satisfaction of tutors, decrease turnover, and reduce commitment.

According to Aydin, Savier and Uysal (2013) principals and educational administrators who embrace transformational leadership qualities have a good relationship with followers and treat them as friends, encourage followers' professional and personal development. In one earlier study by Cemaloğlu et al (2012), the authors revealed that in an organisation where transformational leadership qualities is applied, teamwork is encouraged, relationships are built and, staff development opportunities are available. In addition to the preceding argument, other studies have shown that transformational leadership have an impact on the commitment of tutors (Amin, Shah and Tattah, 2013; Aydin et al., 2013; Menon, 2014; Leithwood and Sun, 2012). Other studies further show that tutors who do not enjoy satisfaction from poor supervisory tend to be less committed to the task given them (Amin et al 2013; Selamat, Nordin, and Adnan, 2013). As a result, many educational institutions are embracing the use of transformational leadership qualities with the ultimate aim of ensuring tutors' commitment. The question is could the same be said of the colleges of education in Ghana? What is the level of principals' transformational leadership in these colleges of education and how does this affect the commitment of tutors? Empirical answers to the questions are critical to the current Ghanaian educational system. There is compelling evidence that transformational leadership behaviours, significantly affect tutors' job satisfaction, psychological states, such as teaching efficacy, and organisational commitment (Cemaloğlu et al 2012; Dartoet et al. 2014; Leithwood and Sun, 2012). Furthermore, a review of school leadership research reveals that school leaders who demonstrate transformational leadership behaviours have staff who report higher levels of organisational commitment.

2.0 LITERATURE REVIEW

Quality education is fundamental to national development. Education is revered as the foundational ground upon which the development of every nation's human resource relies. The literature has argued that a sound education structure provides the substratum for an enlightened society, community and nation, as well as the human development, are ingredients for economic and social transformation (Brenya & Asare, 2011). A developed human resource or capital can champion societal advancement through the application of skills learned to better a lot of other individuals. It is however worthy of note tutors are central to the educational enterprise. Failure to recognise tutors comes with many cost and sacrifices. According to Asare and Nti (2014), education is a condition for developing an individual's capability, and in order to achieve this reality, the tutor is the ultimate decider. Given the

attached importance of tutor to education, Ghana has over the past decades put forth mechanisms and formulate policies to train, develop and motivate tutors to serve the needs of Ghana's growth agenda. The Presidential Committee on Education (PCE) (2002) which was mandated to undertake Ghanaian education reforms suggested proactive measures, review and approach in colleges of education to make tutor education relevant to the development of the country. Emphasizing what tutor education must contain, Boateng (2012) and Nketsia and Saloviita (2013) strongly argued that the mission of Ghana's tutor education is to provide a comprehensive tutor education program through pre- and in-service training that would produce committed, competent and dedicated tutors to improve upon the quality of teaching and learning in the country.

In order to achieve the mission above, certain fundamentals should be in place within the environment of colleges of education in Ghana. In Ghana, one needs not look any further than the colleges of education as the primary environment for training tutors. Such environments should have pragmatic and well-thought policies, programmes and procedures in shaping the minds, interest and attitude of tutors in charge of the tutor trainees in order to effectively and efficient champion their mandate. One of the fundamentals or antecedents of the quality of education is the level of commitment of tutors. In the context of this study, the tutors refer to the trainers or tutors in the colleges of education who are mandated to work within the colleges to train tutor trainees to feed the basic schools in Ghana. However, tutors' commitment cited as essential fundamental cannot be achieved without such factors as organisational support and tutor job satisfaction. Thus the discussion to follow explores the interrelation of organisational support, tutors' job satisfaction and how these two important concepts invariably affect tutors' commitment to the colleges of education in Ghana. This interrelationship would help find out how effective impact of institutional knowledge would be enhanced and its replicate effect downstream to aid human capital development.

Colleges of teacher education institutions in the country have been given the responsibility to prepare primary and junior school teachers and educational leaders who will be able to attain the objectives of the Education and Training Policy and the strategies contained within the National Teachers Development program. The existence and proper functioning of the colleges are very critical as they are an integral part of grooming children (Asare&Nti, 2014). Lockheed and Verspoor (1991) indicated that the aim of teacher education is not to indoctrinate tutors to behave in a rigid, prescribed way, but encourage teacher to think about how they teach and why they are teaching that particular way. The process of becoming and being a teacher is increasingly acknowledged as a multifaceted endeavour, which involves the person intellectual being, moral being, social being, emotions and aesthetics which require flexibility. Teachers are trained in such a way that they are not only good classroom operators but also community leaders. They must be trained not only in the techniques of teaching young people but also in adult education and group dynamics. Teacher need to have a broad conception of the nature of society and of their role in influencing the shaping of social goals (Chireshe&Shumba, 2011). The implication is that any policy or managerial decision taken in the colleges should be of prime importance to leaders of colleges of educations and government in general.

2.1 Transformational Leadership

The concept of transformational leadership paradigm has rapidly become the choice for current research and application of leadership theory (Cemaloğlu, Sezgin&Kılınç, 2012). Transformational leadership focuses more on change and inspires followers to commit to a shared vision and goals for an organisation or unit, challenging them to be innovative problem solvers and developing followers' leadership capacity via coaching, mentoring and provision of both challenge and support (Rabindarang, Bing & Yin, 2014). Historians have long recognised that the concept of leadership exceeds a mere social exchange between leader and followers. Supporting this notion, Cemaloğlu et al. (2012) indicated that leadership must also address the follower's sense of self-worth to engage the follower in true commitment and involvement in the effort at hand. Transformational leaders accomplish this by employing the four behavioural components synonymous with transformational leadership practices. These components, often referred to the Four I's by Leithwood (1994), these are: (a) individual consideration, (b) intellectual stimulation, (c) inspirational motivation, and (d) idealised influence.

This first to talk about is the individual consideration. Under this context, acting as a coach or mentor, transformational leaders pay particular attention to each follower's needs for achievement and growth. Individualised consideration occurs when there emerge new learning opportunities in conjunction with a supportive climate. In their demonstration of individual consideration, the transformational leader is an effective listener and recognises and is accepting of employee's differences. Two-way communication is encouraged, and interactions with followers are personalised. An individually considerate leader will delegate tasks as a means of developing followers. Delegated tasks are monitored to determine whether the followers need additional direction or support and to assess progress; however, the followers do not feel they are being checked on or monitored (Rabindaranget al., 2014).

Next to the individual consideration is the intellectual stimulation. Here, transformational leaders encourage innovation and creativity by questioning assumptions, reframing problems, and approaching old situations in new ways. Also, leaders who practice a transformational leadership qualities solicit new ideas and creative solutions to problems from followers, and include the followers in the process of addressing problems and finding solutions. When individual members make mistakes, the transformational leader does not publicly criticise them nor are their ideas criticised because they differ from the leaders' ideas (Sukiman, Sukesi&Gustaman, 2018).

Furthermore, another important item on the transformation leadership paradigm is inspirational motivation. Transformational leaders demonstrate behaviours that inspire those around them by providing meaning and challenge to their followers' work. They also arouse team spirit, enthusiasm and optimism. Transformational leaders involve their followers by clearly communicating the stated expectations they followers to meet and also demonstrate a commitment to goals and a shared vision. These leaders articulate a compelling vision of the future (Sukiman et al, 2018). The last is the idealised influence. Within this context, transformational leaders demonstrate behaviours that allow them to serve as role models for their followers.

In addition to admiring, respecting, and trusting them, followers tend to identify with the leaders and want to emulate them. Followers view their leaders as having extraordinary capabilities, persistence, and determination. Also, leaders who exhibit idealised influence are willing to take risks and are consistent. They can be counted on to do the right thing as they demonstrate high standards of ethical and moral conduct (Rabindaranget al., 2014).

3.0 RESEARCH METHODOLOGY

The methodology aims to provide the various steps that this study adopts in investigating the research problems and the underlying logistics behind them. The chapter discusses the research design, the sources of data used in the study, and the sample for the study. Additionally, it presents the model adopted in analysing and discussing the results of the study.

3.1 Research Design

The research design is a process wherein the trial methodology and statistical analysis are organised to ensure that the null hypothesis is either accepted or rejected and the concluding reflect as the truth. According to Trochim (2006) research design is the overall strategy that is chosen to integrate the different components of the study coherently and logically to address the research problem effectively. Rani (2004) state that research design constitutes the blueprint for the collection, measurement and analysis of data. The study design is a specific plan or protocol for conducting the study, which allows the investigator to translate the conceptual hypothesis into an operational one (Kirumbi, 2018). The study design also reflects the historical preferences for the ways of doing research.

There are many different research designs; however, a researcher is expected to choose one that is more appropriate and suitable for the study. Given the focus of this study, coupled with the specific objectives and research questions, the study employs survey design. The survey design is a method for collecting information or data as reported by individuals. Surveys are questionnaires or a series of questions that are administered to research participants who answer the questions themselves (Tabachnick&Fidell, 2007). The survey design is a sound research strategy, affording researchers more control over the research process. Borrowing from Saunders, Lewis and Thornhill (2007), the use of survey design provides an avenue to employ descriptive and inferential statistics to explain findings and

answer research questions. The features as explained are consistent with the focus of this study. Another reason for choosing the survey design is its consistent with prior empirical evidence similar to this study.

The study applies this design through the use of an instrument capable of handling both numerical and numerical data and relevant statistical tools for the investigation. Specifically, the study develops and administers questionnaires followed by standard multiple regression to support this design. This process does not only merit the consistency with the survey design but also consistent with the needs of the study, data requirement and measurement of the study variables. Following the systematic application of the research design would also enhance the consistency required between the research approach and the research design.

3.2 Ethical Considerations

Another critical stage in research is ethical considerations. Ethical issues have always been unavoidable in research. Research ethics require the research to differentiate between right and wrong conducts and procedures in research. This study also follows ethical issues while engaging the target population in the study. The study followed the research guidelines recommended by Saunders et al., (2000; 130). The researcher explained to the participants in clear terms the purpose of the study. The study further sought the consent of the participants. It also makes it clear that participation is voluntary and participants also have the right to opt out from continuing the research process. Additionally, the researcher assures the participants their privacy, confidentiality and secrecy of their data. Furthermore, another ethical consideration is the explanation given to that the data so supplied by them would only be applied solely for the conduct of the study. The study also ensures that there is no obstruction in the administration and answering of the questionnaires as the participants are given the most reasonable time. Ethical issues in reporting are also strictly adhered to. Under no condition would the researcher cook up data to support conclusions reached in this study.

3.3 Research Methods

The research method underscores the research paradigm, approach or philosophy used in this study. The research paradigm or approach involves the worldview of a whole framework of beliefs, values and methods within which research takes place. The three main research approaches for conducting a study includes a qualitative, a quantitative and a mixed approach (Creswell, 2009; Yates, 2004). The qualitative approach follows systematic protocols. According to Creswell (2004), a qualitative study is an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting. According to Gorsuch (2009), qualitative research is multi-method in focus, which involves an interpretive, naturalistic approach to its subject matter.

The implication is that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena regarding the meanings people bring to them. Qualitative research involves the studied use and collection of a variety of empirical materials case study, personal experience, introspective, life story interview, observational, historical, interactional, and visual texts that describe routine and problematic moments and meaning in individuals' lives. This approach gives results either in non-quantitative or in the form of narration. Generally, in qualitative research approach data for the study are collected through open-ended questions or interviews which give direct acknowledgements (Bryman and Bell, 2007, p.11).

On the other hand, Babbie (2010), explained that quantitative methods emphasise the objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques. The quantitative approach generates numerical data which often seek to determine the relationship between the variables which are the independent variable and dependent variable. Quantitative research designs are either descriptive or experimental, (Crotty, 2004).

This study uses both qualitative and quantitative approach. Although the study uses both qualitative and quantitative approaches, the primary approach is quantitative. The quantitative approach is the main focus given the purpose of this study which requires numerical analyses, a test of hypotheses, and interactions required between the study variables. This choice would aid the study to draw inferences

and conclusions that exist in the relationships between and among the study variables under consideration. The text data from a qualitative approach would validate the inferential statistics

3.6 Results

This study focuses on examining the transformational leadership qualities of principals in the colleges of education in Ghana. The results or findings from the study are beneficial to the theoretical literature, policy, and practice. At the theoretical level, the study proposes a model for constructing tutor commitment profile within the framework of transformational leadership. The extended model through the incorporation of the interaction terms provides a basis for assessing the role of age and gender in the transformational leadership-commitment nexus. At the policy level, significant relationships found between the two main constructs would prove useful in the formulation and development of policy in educational management in respect of building tutor commitment and role of transformational leadership of principals in this course. The results from this thesis may be used by educational managers, principals, and administrators in educational institutions particularly the Ghanaian colleges of education to review existing tutors' commitment policies and strategies. The underlying potential contribution that this study put forth is that tutors' commitment policies and strategies need to incorporate colleges of education.

4.0 DATA ANALYSIS

4.1 Transformational Leadership

Examining the transformational leadership qualities of principals in the colleges of education in Ghana is the focus of the objective of the study. The study uses mean scores as the basis for the evaluation. Therefore, descriptive analysis was the primary statistical technique. The associated research question for this objective is as follows:

4.2 Transformational leadership qualities of principals in the colleges of education in Ghana

In answering this research question, transformational leadership is operationalised as multidimensional constructs defined by four constructs: Idealised Influence (II), Inspirational Motivation (IM), Intellectual Stimulation (IS) and Individual Consideration (IC). The analysis is based on each of these constructs. The results are presented in Tables below:

Table 4.2.1 Descriptive Statistics on Idealised Influence

Construct	N	Min	Max	Mean	±SD
The principal instils pride in those who associate with her/him	64	3.00	4.00	3.7188	.45316
The principal goes beyond self-interest for the good of the group	64	3.00	4.00	3.4687	.50297
The principal makes personal sacrifices for others benefit	64	3.00	4.00	3.7500	.43644
The principal acts in ways that build others respect for me	64	3.00	4.00	3.5625	.50000
Valid N (listwise)	64			3.625	.47314

Source: Field Survey (2021)

Table 4.2.1 presents the descriptive statistics on the idealised influence that affect tutors' commitment. This construct measures the idealised influential characteristics of principal transformation leadership. The output suggests that the principal that makes personal sacrifices for others benefit in the group attained the highest mean statistic of ($m=3.75$, $\pm SD=.43$) which suggests that at the participants view this quality of idealised influence as an essential aspect of their principal transformation leadership. However, it is worth noting that the question of principal goes beyond self-interest for the good of the group obtained the lowest mean statistic of ($m=3.46$, $\pm SD=.50$) implying that selfless way of doing things is the least among idealised influence of their principal's transformation leadership. Reference to the overall

mean statistics ($m=3.62$, $\pm SD=0.47$) for the construct shows that the participants generally agreed that the way the principal demonstrate idealised influence is practical and encouraging.

Table 4.2.2 Descriptive Statistics on Inspirational Motivation

Construct	N	Min	Max	Mean	$\pm SD$
The principal works enthusiastically about what needs to be accomplished for the good of the college and workers.	64	3.00	4.00	3.5781	.49776
The principal expresses confidence that goals will be achieved by tutors/workers	64	2.00	5.00	4.1875	.50000
The principal talks optimistically about the future	64	3.00	4.00	3.5625	.50000
The principal articulates a compelling vision for the future	64	3.00	5.00	3.7969	.78031
Valid N (listwise)	64			3.7813	.56951

Source: Field Survey (2021)

Table 4.2.2 presents the descriptive statistics regarding the principal transformation leadership provided inspirational motivation. It is seen from the table that when principal expresses confidence in the participant that goals will be achieved by tutors/workers attained the highest mean statistic of ($m=4.18$, $\pm SD=.500$) which suggests that principals are expected to create conditions that will inspire tutors to improve skills that will help in the achievement of the school vision. Notwithstanding, it could also be noted from the output that transformation leadership through inspiration motivation where the principal talks optimistically about the future record the least mean score of ($m=3.56$, $\pm SD=.50$). Reference to the overall mean statistics ($m=3.78$, $\pm SD=.56$) for the construct shows that the participant generally agreed that they there is high effective inspiration motivation of the principal transformation leadership.

Table 4.2.3 Descriptive Statistics on Intellectual Stimulation

Construct	N	Min	Max	Mean	$\pm SD$
The principal re-examines critical assumptions to question whether they are appropriate	64	3.00	5.00	3.6406	.82360
The principal gets others to look at problems from many different angles	64	3.00	4.00	3.2188	.41667
The principal allows tutors to have considerable autonomy and discretion to plan curriculum and organise instruction within an overall framework	64	3.00	4.00	3.4219	.49776
The principal has regular meetings with staff to discuss issues arising	64	3.00	4.00	3.3594	.48361
Valid N (listwise)	64			3.4101	.55601

Source: Field Survey (2021)

In Table 4.2.3 the participants were asked to rate the intellectual stimulation concerning the principal transformation leadership. The descriptive statistics summarising the intellectual stimulation encountered by the participants in the said college shows that using the threshold of 3.0 the ability of the principal to re-examines critical assumptions to question whether they are appropriate to ensure team and organisational success obtained the highest mean statistics of ($m=3.64$, $\pm SD=.823$) respectively. That notwithstanding, further analysis of the ratings showed that the intellectual stimulation where the principal gets others to look at problems from many different angles obtained the least mean, however, is higher than the threshold 3.0 with the mean score ($m=3.21$, $\pm SD=.416$). From the overall mean score of 3.41, it can be concluded that the principal seeks differing perspectives when solving problems.

Table 4.2.4 Descriptive Statistics on Individual Consideration

Constructs	N	Min	Max	Mean	±SD
The principal treats tutors as individuals rather than just as members of a group	64	3.00	5.00	3.4531	.81513
The principal helps others develop their strengths	64	3.00	4.00	3.5781	.49776
The principal seeks different perspectives when solving problems that relate to the college	64	3.00	5.00	3.5938	.52610
The principal encourages the use of teams to plan and implement school improvement	64	3.00	5.00	4.3281	.56497
Valid N (listwise)	64			3.7382	.60099

Source: Field Survey (2021)

Table 4.2.4 presents the descriptive statistics on the individual consideration of the principal transformation leadership. Analysis of the results shows that all the items scored above the 3.0 mean threshold indicating that the principal treats tutors as individual rather than simply group members and identify the differing needs, ability and aspiration for them are high. However, the higher individual consideration is when the principal encourages teams to plan and implement school improvement with a mean score ($m=4.32$, $\pm SD=0.564$). Reference to the overall mean score for the construct measuring the individual consideration of the principal transformation leadership it can thus be concluded that at a mean score of 3.73 ($\pm .600$) indicated a strong individualised consideration exhibited by the principal.

4.3 Analysis of Interviews

Under this specific objective, the study interview was based on this question: *What is the transformational leadership qualities of principals in the colleges of education in Ghana?* A critical evaluation of the responses from the participants showed that the tutors believe that principals demonstrate different qualities of transformational leadership. However, conducting content and thematic analysis of the overall responses, the findings could be given grouped into four (4) themes individual consideration, intellectual stimulation, idealised influence and inspirational motivation. Some of the responses are as follows:

"our principal seems a coach or mentor for me she is a good listener and pays particular attention to each one's needs even if she cannot provide such as need..."

This and similar responses seem to follow the style of idealized influence. *Another group of responses seem to suggest that their principal adopts intellectual stimulation leadership style. Excerpt of a respondent is as follows:*

"The principal encourages problem-solving. I think our principal uses us to get things done; problems from works are often thrown to us for solutions. For instance, in the quest to get science resources to support our course as science and mathematics college, the principal assembled tutors in the science and mathematics department and tasked us to come up with new ideas and creative solutions. In fact, when I look back and see that I contributed to making this college a science and mathematics college, I feel empowered..."

Hence, from the responses it can be concluded that the respondents perceive their principal as one who inspires and motivate them to achieve.

5.0 CONCLUSION

A leader who practices transformational leadership according to Savier and Uysal (2013), is a leader who is concerned with having a good and friendly relation with staffs, treats them fairly and equitably, offers help, advice, and encourages their personal and professional development through their involvement in the decision-making process and is concerned with the achievement of a goal or vision

set. The implications of transformational leadership are that employees work as a team. Thus, transformational leaders put much effort into building relationships and affording opportunities for employees to contribute their quota to the school thereby increasing students' accomplishments as asserted by Abdullah (2009). Consequently, commitment among tutors in colleges of education is closely linked to tutor effectiveness that contributes to learner achievement. The principals' leadership excellence as a leader of a high performing college of education is a major feature that can advance student learning outcomes as inferred by Harris et al., (2013).

Therefore, principals have to appreciate their leadership role in influencing tutor commitment towards producing outstanding graduates. Best performing institutions are those that achieve quality and excellence in all areas regarding academics, character building, management, communications, infrastructure, and most importantly, leadership as indicated by Leithwood and Sun, 2012). Excellence in the performance of an institution is determined by the capability of principals in rallying employees efficiently and effectively to realise the goals of the school. Therefore, principals of colleges of education in Ghana must assume a leadership style that produces a comfortable relationship and close cooperation that may increase subordinates' commitment.

Thus, transformational leadership is found to be most effective in fashioning the required feedback among tutors as transformational leadership reinforces across transactional leadership particularly regarding the effectiveness of tutor's commitment towards the institution. The current study thus examined the level of principals' transformational leadership and tutor commitment with empirical evidence from colleges of education in Ghana. As a result, the central question that was addressed included the moderation role of demographic factors on the relationship between principals' transformational leadership and tutors' commitment to colleges of education in Ghana.

The most important objectives of the study thus were to determine the relationship between principals' transformational leadership and the level of tutors' commitment to the colleges of education in Ghana. The study employed essential concepts from the Great Man Theory, which assumes that leadership is inherent and that great leaders are born, not made, the behaviourism leadership theory which introduced the concept that great leaders are instead made and not born, as well as the Situational leadership theory. The assumptions of the theory help to reason that effective college principals are those who can adapt their leadership style to the educational setting for which they are responsible.

The survey research design was employed to obtain a picture of the level of principals' transformational leadership and tutor commitment from colleges of education in Ghana. A mixed method strategy was employed to reach conclusions that are accurate, reliable and reproducible. The population of this study focused on tutors of Ola College of Education. Interviews, as well as questionnaires, were employed to collect the required data for this study. SPSS was employed to analyse the quantitative data. The main empirical findings of the current study demonstrate that the principal's transformational leadership constructs have a significant influence on the level of tutor commitment. Though the direction is largely positive, some of the variables had negative effects. The analysis also suggests that age and gender are essential moderators for the principal's transformational leadership-commitment nexus.

5.1 Findings and Discoveries

Transformational leadership can be learned and be the subject of management training as indicated by Veeriah, (2017). One of the essential responsibilities of a principal is to excite tutors with vision and encourage them to work all together as a team as inferred by Selamat et al. (2013). The findings suggest that the principal makes personal sacrifices for others benefit, which suggests that respondents view this quality of idealised influence as an essential aspect of their principal transformation leadership, the behaviour that demonstrates the leader's expectations for excellence, quality, and high performance on the part of staff signifies a good leader.

Again, the findings specify that principals who express confidence that tutors/workers will achieve educational goals signify a transformational leader. This infers that principals are expected to create conditions that will inspire tutors to improve skills that will assist in the achievement of the college's vision (see table 4.7). This is in line with Ali et al. (2016) and Northouse (2013) assertion that a transformational leader is a person who likes to make changes and reforms, as it focuses on the process

of how individual leaders can inspire their followers to accomplish great things regarding institution's vision and mission.

Furthermore, in summarising the intellectual stimulation encountered by the respondents in the said college demonstrates that the ability of the principal to re-examines critical assumptions to question whether they are appropriate to ensure team and organizational success indicates a transformational leader. These findings buttress Balyer, (2012) claim that transformational leaders are those who stimulate and inspire followers to achieve extraordinary outcomes, and in the process, develop their own leadership capacity.

Findings regarding the consideration of the principal transformation leadership indicate that the principal treats tutors as individuals rather than merely group members and identify the differing needs, ability and aspiration for them are high. However, the higher individual consideration is when the principal encourages teams to plan and implement school improvement. These findings support Ibrahim et al. (2014) claim that a leader's ability to provide for the needs and be responsive to each follower. The leader provides support, guidance, and mentorship with the result of improving followers' performance, potential and leadership capacity.

5.2 RECOMMENDATIONS

Employees interpret human resource practices and the trustworthiness of management as indicative of organization's commitment, and this demonstrates the implications of transformational leadership towards organizational commitment. Transformational principals can motivate tutors to exhibit high morale and make a profound contribution to their organizations. Consequently, based on the results of the current study, college principals must practice being transformational leaders to bring transformations and developments in tutors' performance.

Principals must thus be attuned to the feelings and needs of the tutors, while at the same time communicating the colleges' visions and goals. When principals are inspiring and motivating, it will encourage tutors to work towards achieving the aims and objectives of the college. Since for transformational leaders, followers are more than just employees; they are people. This aspect is particularly imperative for colleges that desire to attain positive outcomes driven by tutor commitment and the principals' leadership.

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