



# **Impact of Transformational Leadership Characteristics on Leaders of University of Education, Winneba, Ghana**

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## **Author's contribution**

*The sole author designed, analysed, interpreted and prepared the manuscript.*

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## **ABSTRACT**

The study adopted a quantitative and qualitative case study approach to investigate the impact of transformational leadership characteristics on leaders in University of Education, Winneba, Ghana. Two assumptions accompanied the study. The conceptual framework of the state government work environment and the transformational theory by Avolio and Bass was adopted in this study. The study employed the non-experimental case study design. The target population was all people running administrative duties in University of Education, Winneba. Multi-stage sampling technique was employed by using purposive sampling and convenience sampling to sample the universities and the participants respectively. Fifty participants were single out in this study. The study adopted Avolio and Bass Multifactor leadership questionnaire (MLQ) together with an interview guide as a supplementary instrument for the study. Data from the respondents was analyzed using inferential statistics *t*-test to evaluate the difference between the means of two different groups on the major transformational leadership features descriptive statistics include mean, standard deviation, and

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calculated probability (p-value) using the SPSS19.0. It was found that demographic features of an individual such as gender and marital status affect their transformational leadership styles. It was also unveiled that the leaders' exhibit transformational leadership features such as spending time to teach and coach followers; paying attentiveness to each individual follower's demand for accomplishment and growth, and identifying the capabilities and limitations of followers. The independent t-Test revealed that the leaders' exhibit the four I's of transformational leadership frequently. Finally it was established that leaders should mobilize followers' commitment to achieve results beyond what would normally be expected and emphasize ethics with symbolic actions to ensure leadership development in Ghanaian universities. It was recommended that University of Education, Winneba should provide male and females with equal education on regular basis in order for them to build upon their prerequisite skills at the same level to unravel the notion that school administration is gender sensitive. Also, administrators, HODs and deans in University of Education, Winneba should primarily exhibit the transformational leadership features in their administration to enhance the efficient acquisition of the institutional needs and wants.

*Keywords: Transformational leadership; higher education; university leaders.*

## 1. INTRODUCTION

As stated by the Organization for Economic Co-operation and Development (OECD)<sup>1</sup>, the idea of 'good governance' is given dissimilar meanings by distinct organizations but generally call to indirect participation, transparency, predictability and liable. The United Nations Development Program (UNDP) make reference to "good governance" as not only purging societies of dishonesty but also giving people the privilege, the capacity, and the means to participate in the decisions that affect their lives and to hold their leaders liable for what they do in the cause of discharging their duties in any human endeavors.<sup>2</sup>

This means equitable and fair - minded democratic governance. Forson and et al argued that it is an open secret to say that bad governance is among the major barricade to economic development and social well-being in the developing world.<sup>3</sup> The writer Kaufmann on the contrary, argued on the belief that good governance promotes growth and development is all but totally indisputable irrespective of how subjective the term 'good governance' might mean.<sup>4</sup> J. K. Kurtz and A. Schrank added that

while to determine growth, it can be evaluated in a more candid fashion, while on the contrary good governance is much more problematic.<sup>5</sup> J. G. Castaneda concluded that no wonder in giving many development aids, good governance is an obligatory-condition.<sup>6</sup>

Applying the concept of governance to university, W. G. Tierney and V. M. Lechuga stated that the concept in a university administration could also be refer to as an agreed form, processes and structure within which universities make resolutions and act. The above writers were of the view that university administration is neither focused on a single organization nor an individual. Comparably, for any efficient and effective administration or governance, there must be all the time leaders throughout the institution whose aim is to make governance coordination meaningful owing to the fact that such leaders will be accountable to the followers they lead. Tierney and Lechuga made a significant assertion which of great interest to the researcher about a good model of governance. They stated that a governance system that is effective and efficient means and implies good governance.<sup>7</sup> T. Bovaird and F. Löffler are of the view that governance is a procedure in whereby stakeholders link one another so as to determine the outcomes of policies for the public. The

<sup>1</sup>OECD Principles of Corporate Governance. Paris, France. Retrieved from <http://www.Oecd.org/corporate/ca/corporate-governance-principles>, 2004.

<sup>2</sup> UNDP. *Corruption and Good Governance* (New York: Publishing, 1997).

<sup>3</sup> J. A. Forson, P. Buracom, T. Y Cointegration and Causality Analysis, *Contemporary Economic*, 2015, 9(3), 299-318, <http://doi.org>.

<sup>4</sup> D. Kaufmann. *Corruption, Governance and Security: Challenges for the Rich Countries in the World*. MPRA, Papers (8207). Retrieved from <http://mpra.Ub.uni-muenchen.de/2004>.

<sup>5</sup> J. K. Kurtz and A. Schrank. *Growth and Governance: Models measures and Mechanisms*. *Journal of Politics*, 2007, 69(2) 538-554, <http://doi.org>.

<sup>6</sup> J. G. Castaneda. *The Evolution of University Governance in Ghana*, (2009). [www.Researchgate.net](http://www.Researchgate.net), publication. Retrieved 10 October, 2020.

<sup>7</sup> W. G. Tierney and Lechuga. *Restructuring Shared Governance in Higher Education: New Directions for Higher Education* (San Francisco, CA: Jossey-Bass Inc. McGraw-Hill Irwin, 2004).

above writers refers 'good governance' to mean the negotiation by all partners basically in an issue of improving public policy outcomes and an agreed leadership principles, which are both practiced and regularly assessed by all collaborators.<sup>8</sup>

According to D. E. Bloom and H. Rosovsky governance of the university requires that the university leadership strive for excellence, encourage shared governance, promote accountability, guarantee meritocracy in preference and defend academic freedom.<sup>9</sup> Looking at the overview of governance in Ghanaian universities one would like to cheap in a little connection that university leaders do holistically to drive the Ghanaian educational sector so that readers of this paper who might want to explore more into Ghana's education system.

Transformational leadership behaviors represent the most effective leadership style and principal contributors for the realization of outcomes in colleges and universities as, Roueche et al, affirmed.<sup>10</sup> This implies transformational leadership is identified as the approved collegial dummy of leadership to tertiary education as noted by T. Bush.<sup>11</sup>

Transformational leadership inspires and stimulates followers to go the extra mile and in the exercise developing their own billets as argued by Bass and Riggio.<sup>12</sup> With intent of building common vision, leader who is transformational identify with subordinates want through empowerment and aligning the goals of the organization with that of followers. Several studies by Bass and Riggio affirmed that transformational leadership behaviors were positively related with higher performance,

greater organizational commitment and higher job satisfaction among employees.<sup>13</sup> Leadership among public universities lean toward transactional versus transformational leadership strategies. However, Y. D. Caillier put forward that transformational leadership will significantly improve outcomes for the citizens.<sup>14</sup> In view of this, institutions need

## 2. STATEMENT OF THE PROBLEM

The recent happenings in KNUST<sup>15</sup> and University of Education, Winneba<sup>16</sup> (UEW) are all allude to leadership lapses. University of Education, Winneba had it fair share of leadership crises that has deepen over the months. Various forms of violence experienced nowadays at public tertiary institutions in Ghana and its disruptions on academic work and other associated implications can be traced to weak leadership styles. More also, the ever-growing of student population and increase enrolments in the various public universities needs transformational leaders to meet the demand of this growth tertiary.

Identifying transformational leaders for public tertiary institutions in Ghana is becoming a mirage and major problem of stakeholders, governments, and boards of such institutions. It is clearly evident that enrollment in public universities are increasing thus there is the need to find transformational leaders who could help support the growth and also provide the leadership needed to bring harmony among university leaders and students. The recent brouhaha at the University of Education, Winneba and that of Kwame Nkrumah University of Science and Technology in Ghana where leadership decisions led to an uproar in both resulting in total chaos, disrupt of academic calendar and destruction of school properties is a classic example of leadership deficiency<sup>17</sup>. All these are enough to speak to the leadership

<sup>8</sup>T. Bovaird and F. Löffler. *Evaluating the Quality of Public Governance: Indicators, Models and Methodologies International Review Administrative Sciences*, 2003/09, 313-328 <http://doi.org>.

<sup>9</sup> D. E. Bloom and H. Rosovsky. *Unlocking the Benefits of Higher Education through Appropriate Governance*. In Philip Altbach (Ed). *Leadership for World-Class Universities: Challenges for Developing Countries* (New York and London: Routledge, 2010), 70-89.

<sup>10</sup> J. E. Roueche, A. Baker., and R. R. Rose, *Shared Vision: Transformational Leadership in American Community Colleges* (Washington, Press DC: Community College, 1989), 22-30.

<sup>11</sup> T. Bush, *Theories of Educational Leadership and Management: Third Edition* (London: Sage Publication, 2003), 55-60.

<sup>12</sup> B. M. Bass, and R. E. Riggio, *Transformational Leadership* (2nd ed.) (Routledge, Lawrence Erlbaum Associates, Inc., 2006), 20-25.

<sup>13</sup> *Ibid*.

<sup>14</sup> J. D. Caillier, *Toward a Better Understanding of the Relationship between Transformational Leadership, Public Service Motivation, Mission Valence, and Employee Performance: A Preliminary Study*. *Public Personnel Management*, 43, (2014): 227-245.

<sup>15</sup> KNUST Crisis Deepens: Otumfuo Steps, reinstate, <http://www.ghanaweb.com> (accessed 5th April, 2018).

<sup>16</sup> UEW Crisis Deepens Minority calls for Removal Council, <https://www.myjoyonline.com/news> (accessed April 10th, 2019).

<sup>17</sup> <https://www.myjoyonline.com/news/2019/march-29th/uew-crises-deepen-as-minority-calls-for-removal-of-council-chair-vice-chancellor.php>.

lapses with tertiary educational institutions. These weaknesses suggest the need to find transformational leaders.

The task force of university leaders has become very complex, ranging from 7 action values as noted by L. R. Sandmann and L. Vandenberg<sup>18</sup> communicating, visioning together, leading together, learning together, building together, acting together, and developing energy and building a community to meet the expectations of foundations, boards, parents, students, alumni, faculty, staff, accreditation boards and the government. The university was closed down On March 15, 2019 due to a situation the student "claimed leadership crisis" reported the Daily Statesman in an article, by Isabella Agyakwa<sup>19</sup> publish in Ghana. It is upon this case the researcher explores the impact of transformational leadership style on leadership approach of leaders of the university.

## 2.1 The Objectives of the Study

The Specific Objectives of the study are to:

- (1) Find out how the demographic profiles of leaders at the University of Education, Winneba impact transformational leadership behavior.
- (2) Access how leaders of the University of Education, Winneba perceive their leadership approach impact as related to transformational leadership Characteristics.

## 2.2 Research Questions

- (1) How do the demographic profiles of leaders at the University of Education Winneba affect their transformational leadership characteristics?
- (2) What are the perceptions of leaders of the University of Education Winneba leadership approach impact as related to transformational leadership characteristics?

## 2.3 The Significance of the Study

The research will benefit: the stakeholders, people in academia, policy makers in government, as well as practitioners in the field

of education. The study outcomes will therefore be of immense benefit in the academia since it will help students to advocate for transformational leaders to step in the helm of affairs and make impact accordingly. In the same regard the outcomes of this study will accordingly influence policy makers, spearheading the educational affairs of the country as well as heads of institutions and administrative leaders of the affiliated colleges within the University of Education Winneba, to embrace transformational leadership approach that enhances higher performance through developing commitments and beliefs of teachers and supervisors who are involved in the concurrent affairs of leading other colleges of education in the country.

The outcomes of the study will enlighten stakeholders to have thorough view of transformational leadership approach and its associated characteristics. Notwithstanding, the study will enumerate the diverse implications of transformational leadership approach offer towards the furtherance development of Ghanaian universities in this case.

This study will also add up to the existing body of literature on transformational leadership approach and its affiliate characteristics in the development of leaders within the University of Education, Winneba and her affiliated colleges of education in Ghana.

## 3. LITERATURE REVIEW

### 3.1 Leadership in Higher Learning Institutions

According to S. D. Ball, leadership is a key for higher education institutions and is increasingly regarded as beneficial to improve performance across all activities including research.<sup>20</sup> The complication of the role of leadership in the higher education domain globally has developed interest as a discipline of research G. Drew, L. C. Ehrich and B. C. Hansford.<sup>21</sup> As indicated in the research, leadership behavior in higher education is complex and facing major transformational challenges. These transformational challenges require extraordinary

<sup>18</sup> Lorilee R. Sandmann and Lela Vandenberg. A Framework of 21st Century Leadership, *Journal of Extension* (1995), 33(6), 1-9.

<sup>19</sup> Isabella Agyakwa, *The University of Education Closed Down: Daily Statesman Journal* 15 March, (2019), 2.

<sup>20</sup> Ball, S. D. *The Leadership of University Academics: In Research - Case Studies of Hospitality Management*. Sheffield Hallam University, (2004), 30-31.

<sup>21</sup> Drew, G. Ehrich, L. C. and Hansford, B. C., *An Exploration of University Leaders' perception and Learning: Leading and Managing*, (2008), 14(2) 1-18 eprints, *qut.edu.au*.

leadership Herbst and Conradie stressed on<sup>22</sup>. Other researchers for example Bosch supported this assertion<sup>23</sup>. Arsenault was also of the same view that globally there is a universal acceptance of the demand for efficient leadership in higher education<sup>24</sup>. They emphasized that there is the need for leadership practices that will shape institutional transformation in education. A researcher Martin<sup>25</sup> stresses that since leadership is considered a process in which people work together to look after change and transformation, there is a need to develop skills that will enhance interconnectedness and relationships.

Hunt and et al argued that<sup>26</sup> one of the most important needs of higher learning institutions is leadership. Their interest was not only with leadership, but specifically with leaders who are proactive at all levels within the institution and those who are willing to understand and accept the mission of the institution. Such leaders will not only understand the mission of the institution but are also willing to identify with its vision and to help accomplish its objectives.

Unproductive and incompetent leadership has been recognized by various authors such as Jansen and Seale<sup>27 28</sup> that such leaders have hindered the transformation plan of some higher educational institutions in Africa. Herbst and Conradie however suggested that to build a leadership ability requisite for excellent establishment of higher learning, such leaders need good technical, social, and emotional skill<sup>29</sup>.

Haris, Hadfield and et al work on productive leaders appears to indicate that such leaders

tend to be “transformational” instead of merely “transactional”<sup>30</sup>. Astin and Astin also perceived that leaders in higher education must begin exercising the principles of transformational leadership<sup>31</sup>. According to A. W. Astin and H. S. Astin<sup>32</sup>, transformational leadership is empowering leadership that is based on self-awareness, is emphatic and authentic, and builds trust through listening, cooperating, and molding a common purpose.

One of the biggest needs of higher learning institutions is leadership. Hunt et al.’s interest was not only with leadership, but specifically with leaders who are proactive at all levels within the institution and those who are willing to understand and accept the mission of the institution. Such leaders will not only understand the mission of the institution but are also willing to identify with its vision and to help accomplish its objectives.

Ineffective and inefficient leadership has been identified by various authors as B. Jansen further stressed,<sup>33</sup> that such leaders have impeded the transformation agenda of some higher educational institutions in Africa. It is however suggested that to build leadership role required for excellent institutions of higher learning, such leaders need good technical, social, and emotional skills. Literature on efficient leaders appears to indicate that such leaders tend to be “transformational” instead of merely “transactional affirmed by Harris and et al.”<sup>34</sup>.

It has also been emphasized by Astin and Astin<sup>35</sup> that leaders in education of higher learning should begin employing the philosophies of transformational leadership. According to the report, transformational leadership is empowering leadership that is based on self-awareness, is emphatic and authentic, and cultivates trust over listening, cooperating, and

<sup>22</sup> Herbst, T. H. H., and Conradie, P. D. P. *Leadership Effectiveness in Higher Education: Managerial Self-Perceptions Versus Perceptions of Others*. SA Journal of Industrial Psychology, (2011), 37(1), 1-14. 138.

<sup>23</sup> Bosch, A., *The Effect of A Merger in Higher Education on Staff Members: The Importance of Change Management (Johannesburg, South Africa: University of Johannesburg, 2006)*, Unpublished master’s thesis.

<sup>24</sup> Arsenault, P. M., *A Case Study of a University Leadership Seminar*. Journal of Leadership Education (2007), 6, 14-24.

<sup>25</sup> Martin, A. *The Changing Nature of Leadership*, Retrieved from <http://www.ccl.org> (2005).

<sup>26</sup> Hunt, C. M., Oosting, K. W., Stevens, R., Loudon, D. and Migliore, R. H. (1997).

<sup>27</sup> Jansen, B., *Issues and Observations: How We Are Failing Our Amazing Workforce* (2004).

<sup>28</sup> Seale, O., *Rooting for Management Capacity in South African Higher Education* (2004).

<sup>29</sup> Herbst, T. H. H., & Conradie, P. D. P., *Leadership Effectiveness in Higher Education: Managerial Self-Perceptions Versus Perceptions of Others*. SA Journal of Industrial Psychology, (2011), 37(1), 1-14. 138.

<sup>30</sup> Harris, A., Day, C., Hopkins, D., Hadfield, M., Hargreaves, A. and Chapman, C. *Effective Leadership for School Improvement* (New York: Routledge, 2003)

<sup>31</sup> Astin, A. W. and Astin, H. S. *Leadership Reconsidered: Engaging Education in Social Change* (Battle Creek, MI: W. K. Kellogg Foundation, 2000).

<sup>32</sup> Ibid.

<sup>33</sup> Jansen, B., *Issues and Observations: How We Are Failing Our Amazing Workforce, Leadership in Action*, (2004), 27(4), 19-21.

<sup>34</sup> Harris, A., Day, C., Hopkins, D., Hadfield, M., Hargreaves, A. and Chapman, C., *Effective Leadership for School Improvement* (New York: Routledge, 2003).

<sup>35</sup> Astin, A. W., & Astin, H. S., *Leadership Reconsidered: Engaging Education in Social Change* (Battle Creek, MI: W. K. Kellogg Foundation, 2000).

modeling a common purpose. Since there is a need for higher educational leaders to practice the principles of transformational leadership, it could be inferred that transformational leaders are needed in higher education. It is however necessary to note that transformational leaders are linked with organizational performance and higher trust in leadership performance. Other researchers like J. Barling, F. Slater and etal revealed that transformational leaders influence employers who become emotionally committed to the organization<sup>36</sup>. And transformational leader is “presumably to be more proactive than sensitive, more ground-breaking in ideas and less introverted in ideational search for solutions” (p.158).

### 3.2 Leadership Challenges of University of Education, Winneba

The University has a strong faculty and staff who are young and committed. Only about 21% of the faculty and staff have their terminal degrees<sup>37</sup>. Most of them are young graduates, with UEW as their first place of work after graduate studies. Although the campus hosts introductory 1- to 3-day in-house enrichment seminars, no planned leadership development programs have been enacted. In the SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis of UEW, some of the weaknesses mentioned in relationship to leadership are the following:

- (1) Poor communication (vertical and lateral)
- (2) Poorly defined administrative roles
- (3) Inadequate middle-level administrative support
- (4) Inadequate participatory decision-making process
- (5) Many dormant committees
- (6) Inadequate training for faculty and staff
- (7) Lack of follow-through for benchmarks and assessment
- (8) Lack of incentives and motivation
- (9) Inadequate policies and application
- (10) Many workers but few are qualified
- (11) Inadequate delegation and decentralization.

<sup>36</sup> Barling, J., Slater, F. and Kelloway, E. K., *Transformational leadership and emotional intelligence: An exploratory study*. *Leadership & Organization Development Journal*, (2000), 21(3), 157-161.

<sup>37</sup> Grace Yawo Gadagbui, *Improving Leadership Qualities and Management: A Case Study of University of Education (Winneba: wikieducator.org, accessed 20th May 2019)*.

The best way to help reduce this leadership challenge is to have a well-planned leadership development program with a competency-based approach so that leaders may receive training in their weak areas.

## 4. METHODOLOGY

The study employed the non-experimental case study design. The target population was all people running administrative duties in University of Education, Winneba. Multi-stage sampling technique was employed by using purposive sampling and convenience sampling to sample the universities and the participants respectively. Fifty participants were single out in this study. The study adopted Avolio and Bass Multifactor leadership questionnaire (MLQ) together with an interview guide as a supplementary instrument for the study. Data from the respondents was analyzed using inferential statistics *t*-test to evaluate the difference between the means of two different groups on the major transformational leadership features descriptive statistics include mean, standard deviation, and calculated probability (p-value) using the SPSS19.0.

## 5. RESULTS

### 5.1 Research Question 1: How do the Demographic Profiles of Leaders at the University of Education Winneba Affect their Transformational Leadership Characteristics?

This question sought to find the association between the demographic characteristics of the respondents and their practices toward transformational leadership. The Table 1 represents the outcomes.

It showed the coalition of responses of respondents on each item in this section. The rating scale used in the questionnaire was described as: 0 = Not at all; 1 = Once in a while; 2 = Sometimes; 3 = Fairly Often; 4 = Frequently if not always.

## 6. DISCUSSION

In this research the score of 3.00 and above (above “Fairly Often”) was considered as having a prime predictor of transformational leadership characteristics. A score of 2.00 (on the transformational leadership scale) is described

**Table 1. Respondents views on how demographic profiles of leaders affect their transformational leadership characteristics**

Feature	Statistic	
	Mean	Std. Dev.
Age	1.2000	1.22890
Gender	3.1000	1.11117
Years of experience	3.1400	1.01035
Marital status	3.3000	.88641
Area of discipline	1.1600	1.23487
Religious denomination	1.1200	1.09991
Socio- economic status	1.3200	1.40611
Academic qualification	1.0600	1.20221
Ethnicity	.9800	1.07836
Valid N (listwise)		

Source: Field Survey, June, 2020

as “Sometimes,” which may not be considered as an acceptable predictor, whereas a score of 3.00 or above is considered as having a bearing on transformational leadership features. Any score below 3.00 on the scale is not considered as a determinant of transformational leadership characteristics (Avolio & Bass).

From Table 2, mean (M) of age=1.2 SD=1.2) depicts that majority of the participants were of the view that age does not play any role in allowing someone to exhibit the transformational leadership duties. A mean 1.2 illustrates that the response of the participants were moderately thus, a low mean response rate suggesting that age does not have any direct bearing on the manner in which leaders display their transformational leadership characteristics.

Contrast assertion was pointed out by E. Piguerra who recommended in his study that age must be considered in designating people for administrative position schools. His study showed that age was related to the management capabilities of public school administrators. He contended that as school administrators get older, they tend to become more capable in doing school management role and influence other subordinates in doing the same to achieve organisational aims and goals<sup>38</sup>.

In addition, “gender” yielded (M=3.1 SD=1.1) suggests that most of the participants were in support of the statement. The mean spells it out that the data from the respondents were highly

pinpointing a floor effect that is, a high mean response rate illustrating that respondents held a similar view of gender as being a prime predictor on transformational leadership styles. In a study J. Lumby and Coleman stated a contradictory statement by referring to gender as the most pervasive way in which individuals can be marginalized ‘both through time and across national borders’ when they have to access the field of leadership (p. 4)<sup>39</sup>. Similarly, P. Hallinger, D. Li, and W. C.Wang noted that earlier gender research with respect to transformational leadership found that in general, women in educational management demonstrated transformational leadership more than men did<sup>40</sup>.

In a subsequent meta-analytic synthesis, A.H. Eagly also found similar results that female leaders tend to achieve stronger ratings on transformational leadership as well as engaging in more contingent reward behaviours associated with transactional leadership and purported that between the five characteristics of transformational leadership, women most transcend men on individualized consideration, reasoning to encouraging and supportive treatment of subordinates<sup>41</sup>. J. Martin also inferred from his study that women usually used the transformational leadership expertise of participative decision-making, individualized consideration, and interpersonal interaction,

<sup>38</sup> Piguerra, E. Influence of age and qualification on development and assessment of computer programmed instructional package on Energy Concept in Upper Basic Technology in Ekiti State, *J. Sci. Technol.*, (2005) 3(6), 611-618.

<sup>39</sup> Lumby, J., and Coleman, M. U. *Leadership and Diversity: Challenging Theory and Practice in Education* (London, UK: SAGE Publications Ltd., 2007).

<sup>40</sup> Hallinger, P., Li, D. and Wang W. C., *Gender Differences in Instructional Leadership: A Meta-Analytic Review of Studies Using the Principal Instructional Management Rating Scale* .*Educational Quarterly* (2016)52 (4): 567–601.

<sup>41</sup> Eagly A. H. *Female Leadership Advantage and Disadvantage: Receiving the Contradictions*. *Psychology of Women Quarterly* (2007), 3(1), 1-12.

especially in the area of communication<sup>42</sup>. In contrast, L. Skrla, P. Reyes, and J.J. Scheurich reported that school boards and other administrators believe that women are malleable. The authors described malleable personalities as referring to school board perceptions of women administrators as easy to direct just because they are female. They further pointed that if women turn out not to be malleable, the reaction is much more negative for women than for men because women are violating expected norms<sup>43</sup>. Thus, women are penalized not only when they don't act like men, since they are seen as incompetent, but also when they do act like men, because they are perceived a cold as noted by A. O. Akinsolu<sup>44</sup>.

It was further established that "years of experience" resulted in (M=3.14 SD=1.01) means that most of the participants were in support of the statement that one's years of working experience have an effect on the transformational leadership styles of the individual. This suggests a highly a greater mean response rate. This suggests a floor effect thus, making years of working experience a crucial variable in enabling one to exhibit the preferred transformational leadership styles. Similarly, Akinsolu advocated that experienced leaders must to be retained in schools if higher productivity is to be obtained because subordinates achieve more from these leaders and pointed that experienced leaders can identify follower's problems and help address them to aid effective and efficient achievement of organizational goals and objectives<sup>45</sup>. The writer S. Barrientos in a study also found out that having a greater number of years in educational leadership enables the individual to manage effectively as a result of the acquisition of new skills and attitudes<sup>46</sup>.

Moreover, the Table revealed "marital status" M=3.30 and SD=0.89 means that majority of the respondents were in support that marital status

of the individual plays a major role in determining the transformational leadership styles leaders exhibit. Mean 3.30 points out that the responses from the participants were with a high mean value illustrating how marital status is when it comes into practicing transformational leadership. Similarly, Barriento mentioned that widowed principals focus more of their time and attention on their work than their married, divorced and separated counterpart who may be distracted by family related issues and marriage problem hence do not have the ample time to effectively exhibit transformational form of leadership in managing various organizations<sup>47</sup>. M. Coleman pointed out that when females obtain or seek positions as educational leaders, it is not easy to balance their work and family obligations and highlighted concerns about family obligation and added that women might have to move to obtain such positions, which they are not always willing to do. As a result, women might be less committed to jobs that require more time investments because of their combined work and family roles<sup>48</sup>.

In addition, it was revealed that "area of discipline" (M=1.16 SD=1.23) suggests that majority of the respondents were of the view that an individual's field of discipline does not play a significant role in allowing one to exhibit the exact transformational leadership roles. The mean 1.16 suggests a moderately distribution thus, a low mean response from most of the participants suggesting that one's field of discipline has no influence on his or her transformational leadership styles.

In furtherance, the Table unveiled that "religious denomination" (M=1.12 SD=1.10) suggests that majority of the respondents were of the view that religious denomination does not play any crucial role in determining the transformational leadership styles leaders exhibit. The mean 1.12 depicts a moderate opining low response rate pointing out that the respondents were not in support of the statement that one's religious denominations have a bearing on his/her transformational leadership features.

Moreover, "socio-economic status" (M=1.32 SD=1.41) suggests that majority of the responders hold the opinion that the socio-

<sup>42</sup> Martin J. "Transformational and Transactional Leadership: An Exploration of Gender, Experience and Institution Type" *portal Libraries and the Academic*, (2015), 15(2), 331-351.

<sup>43</sup> Skrla L. Reyes P. and Scheurich J.J, *Sexism, silence and solutions: Women superintendents speak up and speak out. Educational review*, (2000), 116(2), 210-214.

<sup>44</sup> Akinsolu, A. O. *Resource Utilization and Internal Efficiency of Public Secondary Schools in Osun State (Nigeria: Department of Educational Management University of Ilorin, 2005)*, Unpublished Ph.D. Dissertation.

<sup>45</sup> Ibid.

<sup>46</sup> Barrientos S. *Gender, Work and Vulnerability in African Horticulture* (2008), <https://doi.org/10.1111/j.1759-5436.2005.tb00200.x>

<sup>47</sup> Ibid.

<sup>48</sup> Coleman, M. *Gender and Secondary School Leadership: International Studies in Educational Administration*, (2005), 33(2), 3-20.



economic status of a person does not have any influence on his/her transformational leadership attributes. The lower mean suggests a response rate and a moderately distribution revealing that the socio- economic status of any transformational leader does not affect his/her leadership styles.

In addition, “academic qualification” (M=1.06 SD=1.20) suggests that majority of the respondents did not consider academic qualification as a variable that hinders one’s ability to exhibit transformational leadership styles in an institution. The mean 1.06 a highly response rate and a relatively a low response mean rate spelling it out clearly that a person’s academic qualification does not affect his/her transformational leadership styles in any way.

It further came into light that “ethnicity” (M = 0.98, SD = 1.08) points out clearly that majority of the respondents hold the view that, the ethnic group of a leader does not affect the ways him/her practice the transformational style of leadership. The mean 0.98 represents a low mean rate response and a highly response from the participants. This suggests that one’s ethnicity has no effect on his/her transformational styles of leadership.

### 6.1 Research Question 2: What are the Perceptions of Leaders of University of Education, Winneba as Related to Transformational Leadership Characteristics?

This question sought to identify the perception of Leaders of the University of Education Winneba as related to transformational leadership characteristics. The results are presented in Table 2. It shows the coalition of responses of respondents on each item in this section. The rating scale used in the questionnaire was described as: 0 = Not at all; 1 = Once in a while; 2 = Sometimes; 3 = Fairly Often; 4 = frequently if not always.

In this research the score of 3.00 and above (above “Fairly Often”) was considered a bench mark as having transformational leadership characteristics. A score of 2.00 (on the transformational leadership scale) is described as “Sometimes,” which may not be considered as an acceptable characteristic, whereas a score of 3.00 or above is considered as having characteristics of a transformational leader. Any score below 3.00 on the scale is not considered as having transformational leadership characteristics.

**Table 2. Perceptions of leaders as related to transformational leadership characteristics**

Premise	Statistic	
	Mean	Standard deviation
I hold independent self-authored values	3.16	1.46747
I re-examine critical assumptions to questions whether they are appropriate	3.02	1.35285
I empower followers to do what is best for the organization	3.04	1.06442
I focus attention on irregularities, mistakes, exceptions, and deviations from standards	3.28	1.29426
I avoid getting involved when issues arise	1.10	1.17803
I talk about my most important values and beliefs	1.98	1.07836
I create inspiration among followers especially in matters related to innovation and new ideas	3.17	1.03260
I seek differing perspectives when solving problems	3.03	1.22241
I talk optimistically about the future	3.10	1.01499
I motivate followers to accomplish more than what they had planned to accomplish	2.14	1.14927
I use of inducements and interventions to make people change	2.96	1.12413
I talk enthusiastically about what needs to be accomplished	3.08	1.06599
I provide models that are consistent with that vision and foster the acceptance of group goal	3.01	1.11117
I spend time teaching and coaching	3.14	1.37336
I pay special attention to each individual subordinate’s needs for achievement and Growth	3.16	1.26507
I identify the capabilities and limitations of subordinates	3.12	1.30368
Valid N (listwise)		

Source: Field Survey, June, 2020

From Table 2, it was revealed that “I hold independent self-authored values” (M=3.16 SD=1.47) implies that majority of the respondents possess and use autonomous principles in administration. The variable revealed a mean 3.16 suggesting that their responses is fairly with a high mean response rate pointing out that transformational leaders do grasp self-determined ethics and practices in order to rule effectively to achieve organizational goals. Similarly, Kuhnert and Lewis (1987) pointed out that because transformational leaders hold independent self-authored values and can carry these out despite competing loyalties while evaluating their own performance, they often can convert followers to their way of thinking and can integrate their values into the work group.

It was again established that “I re-examine critical assumptions to questions whether they are appropriate” yielded (M=3.02 SD=1.35) implying that majority of the respondents attested to the fact that they sit down and think on issues constructively with regards to questions they should provide answers to. The variable produced mean 3.02 suggests that a high mean response rate a moderately distribution opining that the leaders reflect on what they had done and find acute suppositions to problems to decide on the most efficient way which is a key mechanism of transformational leaders.

In addition, “I empower followers to do what is best for the organization” (M=3.04 SD= 1.06) suggests that majority of the respondents usually authorize their followers to look out for the finest actions and roles to play for the achievement of organizational aims as transactional leaders. The statement revealed mean 3.04 illustrates a moderately distribution and a high mean response rate from the respondents suggesting that they frequently allow their subordinates to ensure and perform what is superlative of the organization.

Furthermore, “I focus attention on irregularities, mistakes, exceptions, and deviations from standards” (M=3.28 SD=1.29) implies that most of the respondents do pay concentrate greatly on their loopholes, slip-outs, exclusions, and eccentricities from the criteria or laid-down principles by organization they were not able to handle well. The variable yielded mean 3.28 suggesting a moderately response rate and a high mean response rate depicting that they pay much attention to misdeeds, inaccuracies/faults, concessions, and deviances that had escaped

them a time ago in order to meet organizational needs as a transformational leader.

“I avoid getting involved when issues arise” (M=1.10 SD=1.17) signals that majority of the respondent disagreed to the fact that they do not engage themselves when issues arise making them principal transformational leaders. The statement revealed mean 1.10 eluding a moderately distribution a low mean response rate pointing out how careful these leaders engage themselves in issues concerning the institution.

Furthermore, “I talk about my most important values and beliefs” (M=1.98 SD=1.07) suggests that majority of the respondents rarely exchange their supreme ethics and philosophies with their followers which contradicts the feature of transformational leaders. The variable produced mean 1.98 opining that a fairly distribution and a low mean response rate thus, the leaders do not share their imperative ideals and values and opinions with their associates which can lead to low motivation among followers.

Moreover, the statement “I create inspiration among followers especially in matters related to innovation and new ideas” resulted in (M=3.17 SD=1.03) establishes the fact that majority of the participants were of the view that they create encouragement among followers particularly on issues pertaining to organizational advancements and new-fangled thoughts which in turn enhance building organization to the fullest making them key players in transformational form of leadership. Its mean 3.17 a fair distribution and a high mean response rate from the leaders spelling it out clearly that they generate creativeness among their subordinates specifically on problems correlated with revolution and novel notions as effective transformational leaders. The finding corroborates that of Slocum and Hellriegel who coined that a leader should in influence his followers through leadership behavior adopted and pointed out that transformational leadership involves behavior that became exemplary in planning the future of the organization, be an inspiration among followers especially in matters related to innovation and new ideas, develop followers towards becoming a leader or a better leader and guide the organization towards becoming a community can step up to the challenge.<sup>49</sup>

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<sup>49</sup> Slocum J. W. and Hellriegel, D. *Fundamental of Organizational Behavior* (Thomson Redwood City, CA: Mind Garden, 2007).

It was further revealed that "I seek differing perspectives when solving problems" (M=3.03 SD=1.22) signals the fact that most of the respondents agreed to the fact that they look out for alternating views when handling problems spelling it out how efficient they are in exhibiting features of transformational leaders. The assertion produced mean 3.03 suggesting a fair distribution and a high mean response rate from the respondents opining that they try to find out for are eager to seek for contradictory and effective strategies that can help unravel problems within the institution.

Again, "I talk optimistically about the future." (M=3.10 SD=1.01) establishes the claim that majority of the respondents agreed to the fact that they think about what shall happen in the future which makes them outstanding transformational leaders. The mean 3.10 points out a moderately distribution and a high mean response rate with regards to the assertion opining that these leaders usually cater for predictive validity within the institutional setting thus, dialogue to their followers enthusiastically about forthcoming issues which in turn makes an organization achieve high potentials. The finding is similar to that of B. M. Bass R. E. Riggio who inferred that transformational leaders provide vision as to what is possible for the organization and provide direction as to how to attain those goals. Such leaders try to explain clearly the goals of the organization and how to achieve such goals and further pointed out that such inspirational leaders arouse team spirit and generate enthusiasm and optimism among their associates through communication<sup>50</sup>.

In addition, "I motivate followers to accomplish more than what they had planned to accomplish" (M=2.14 SD=1.15) reveals clearly that the respondents exhibit mild attitudes when it comes to encouraging followers to undertake tasks greater than what they had already intended to achieve which is not a feature of proficient transformational leaders. The statement resulted in mean 2.14 illustrates a fairly distribution and a mean response rate fairly above average purporting the fact the respondents established the fact that they exhibit reluctant attitudes towards their followers when it comes to influencing them to achieve more than their expectations. Similarly, V. R. Krishnan pointed out that the major premise of the transformational

leadership theory is the leader's ability to motivate the follower to accomplish more than what the follower planned to accomplish<sup>51</sup>. Similar view was opined by J.M. Burns who purported that transformational leaders engage with others in such a way that the leaders and followers raise one another to higher levels of motivation and morality to enhance futile results<sup>52</sup>.

Furthermore, "I use of inducements and interventions to make people change." (M=2.96 SD=1.12) illustrates that majority of the respondents exhibit a high average attitude towards paving way for enticements and intrusions to transmogrify the attitudes and values of their followers towards the organization. The statement produced mean 2.96 suggesting a fairly response distribution and a response rate high above the mean which further signals that the leaders on seldom occasions do not use incentives and interpolations to modify the attitudes of their followers on organizational aspirations and goals. In a similar vein, T. E. Brown and K. D. Eisenhardt suggested that transformational leaders use effective inducements and interventions that get people to change, works only if this change takes into consideration the underlying needs and values of followers<sup>53</sup>.

"I talk enthusiastically about what needs to be accomplished." (M=3.08 SD=1.06) attest to the fact that majority of the respondents readily elaborate critically on needs and wants that need to be completed by with their subordinates. The assertion yielded mean 3.08 spelling it out clearly a fair response distribution and a high mean response rate establishing how serious these leaders are when it comes to laying down principles on what the institution should achieve to their followers making them prominent transformational leaders. Similarly, Northouse stated that a transformational leader elaborates on issues to be achieved to his/her followers, empowers them to do what is best for the organization, form strong role model with high values, and listens to all viewpoints to develop a spirit of cooperation<sup>54</sup>.

<sup>51</sup> Krishnan, V. R. *Transformational Leadership and Outcomes: Role of Relationship Duration*. *Leadership & Organization Journal*, (2005) 26(5/6), 442-457.

<sup>52</sup> Burns, J. M., *Leadership* (New York: Harper & Row. 1978).

<sup>53</sup> Brown, T. E., & Eisenhardt, K. D. *Shaping School Culture: The Heart of Leadership* (San Francisco: Jossey-Bass, 1999).

<sup>54</sup> Northouse, Peter G. *Leadership Theory and Practice, Second Edition* (Thousand Oaks, CA: Sage Publications, Inc., 2001).

<sup>50</sup> Bass, B. M., & Riggio, R. E. *Transformational Leadership, 2nd ed.* (Mahwah, NJ: Lawrence Erlbaum, 2006).

Moreover, "I provide models that are consistent with that vision and foster the acceptance of group goals" (M=3.01 SD=1.11) suggests that the respondents make prototypes that are in line with its apparition readily available and raise the need to abide and follow similar steps as a group to achieve the required aims and goals. The statement's mean 3.01 illustrates a fairly response distribution and a high mean response rate opining the leaders take into consideration the replicas that are need to provide to followers that can cater for the required visualization of organizational goals as a team which in turn leads to better organizational performance. Similarly, P. M. Podsakoff, S. B. MacKenzie, and W. H. Bommer stated that transformational leaders articulate a vision of the future of the organization, provide a model that is consistent with that vision, foster the acceptance of group goals, and provide individualized support<sup>55</sup>.

It was further unleashed that "I spend time teaching and coaching" (M=3.14 SD=1.37) establishes the fact that the respondents agreed to the fact that they use some of their time to teach and monitor the actions of their subordinates on regular basis to enhance successful completion of goals in due time. The assertions mean 3.14 suggest that the respondents' views were moderately and a high mean response rate suggesting how the leaders eagerly teach and coach others in order to achieve the required organizational goals and to transform others into leaders. Similarly, Bass and Riggio supported the assertion when they coined that, transformational leaders as those who stimulate and inspire their followers and in doing that develop their own leadership capacities. Similarly, Avolio added that transformational leaders inspire their followers as well as challenge, persuade, and provide meaning and understanding and further reiterated that they intellectually stimulate their followers thereby helping them to expand their abilities and to challenge the "status quo." Again, Bass also contended the potential components of transformational leaders is them often paying special attention to each individual subordinate's needs for achievement and growth by serving not only as a leader, but also as a coach and mentor.

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<sup>55</sup> Podsakoff, P. M., MacKenzie, S. B., Bommer, W. H. *Transformational Leader Behaviors and Substitutes for Leadership as Determinant Employee Satisfaction, Commitment, Trust and Organizational Citizenship Behavior, Journal of Management* (1996) 22, 259-298.

The Table further revealed that "I pay special attention to each individual subordinate's needs for achievement and growth." (M=3.16 SD=1.27) suggests that the respondents make it clear that they pay superior attention to every members needs for success and development which motivates them to work tirelessly to achieve the required goals. The statement yielded mean 3.16 illustrating that the respondents' opinions assumed a response distribution and a high mean response value spelling out clearly how the leaders pay much heed to their subordinates' requests to enhance their advancements and progression which triggers them to work hard to achieve the aspirations of the organization making them effective transformational leaders. In a similar study, K. Leithwood explained the components of leadership transformational through the dimensions build the vision and goals of the school, provides intellectual stimulation, offer support individually, be exemplary to the important values of the organization, indicating high work performance, build creative school culture and developing structures and encourage involvement in the decision-making process. He further reiterated that they should offer support individually, develop structures, and encourage involvement in the decision-making process<sup>56</sup>.

Finally, "I identify the capabilities and limitations of subordinates" (M=3.12 SD=1.30) suggests that the respondents were of the view that they usually ascertain the proficiencies and the drawbacks of their followers in order to assign duties that are due for them in order to achieve higher potentials for the organization. The mean 3.12 illustrates a fairly response distribution and a high mean response rate suggesting often look out for the abilities and the weaknesses of their followers in order to be aware of the kind of task they should or not assign to their followers. The finding is in line with that of Avolio pointed out that, the most important attribute of individualized consideration is that the true transformational leader identifies the capabilities and limitations of subordinates, and often assigns tasks on the basis of the assessment.

## 7. KEY FINDINGS

The study established a number of significant findings. On how the demographic features of an individual impact his or her transformational

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<sup>56</sup> Leithwood, K. *Leadership for School Restructuring: Educational Administration Quarterly*, (1994) 30(4), 498-518.

leadership styles, it was found that gender is a prime predictor of transformational leadership styles; years of working experience and marital status are crucial variables in determining transformational leadership style. On the perceptions of leaders of University of Education, Winneba as related to transformational leadership characteristics, it was unleashed that they hold independent self-authored values, re-examine critical assumptions to questions whether they are appropriate, and empower followers to do what is best for the organization in the course of their administration. In addition, it was established that the leaders focus attention on irregularities, mistakes, exceptions, and deviations from standards, usually create inspiration among followers especially in matters related to innovation and new ideas, and seek differing perspectives when solving problems and performing their administrative duties. Furthermore, regarding this same assertion, the leaders pinpointed out clearly that they talk optimistically about the future, use inducements and interventions to make people change, and also talk enthusiastically about what needs to be accomplished with their subordinates. Finally, it was spelt out by respondents that they frequently provide models that are consistent with that vision and foster the acceptance of group goals, spend time teaching and coaching, pay special attention to each individual subordinate's needs for achievement and growth, and identify the capabilities and limitations of subordinates.

On the frequency rate at which the leaders exhibit the major components of the transformational leadership styles, it was revealed that the administrators and HODs/deans exhibit idealized influence (attributed) in a similar manner in their administration with their mean response rates high pointing out that the leaders usually leave their personal interests for the sake of the interests of others who are more in need and show the level of moral and ethical in leadership making them effective transformational leaders.

In addition, it was established that the administrators and HODs/deans thought in a similar way concerning how often they employ idealized influence (behavioral) in the course of their administration. Their mean response rate was high elucidating that they serve as role models, respected, and even admired by his followers.

Moreover, the administrators and HODs/deans thought in a similar rate at they employ the use of inspirational motivation in managing at a similar rate and with a high mean response rate pinpointing that they primarily inspire and motivate followers to appropriate behavior and in conditions when transformational change is being conducted in an organization.

Furthermore, the administrators and HODs/deans exhibit a similar way on the rate at which they employ using intellectual stimulation in administrating. Their mean response rate depicted that how they employ this attribute is very high signaling the fact that they chiefly use transformational always to resolve problems with the dimensions of new and innovative thinking.

## 8. CONCLUSIONS

The following conclusions were made based on the findings from the study:

Leadership is a process in which an individual provides direction for other people and carries them along in that direction with competence and full commitment. The increased complexity of the leadership role at the University Education, Winneba has gained attention as a subject of research interest was not only with leadership, but specifically with leaders who are proactive at all levels within the institution and those who are willing to understand and accept the mission of the institution. Such leaders will not only understand the mission of the institution but are also willing to identify with its vision and to help accomplish its objectives. Transformational leadership stimulates and inspires followers to achieve beyond expectation and in the process developing their own capacities. With an aim of building shared vision, transformational leader responds to followers need through empowerment and aligning the objectives and goals of the organization with that of followers.

Owing to the fact that, women most surpassed men on individualized consideration, referring to supportive and encouraging treatment of subordinates and women turn out not to be malleable and cold, gender plays a significant role in determining the transformational leadership styles leaders' exhibit. Being in an administrative position for greater number of years in educational leadership enables the individual to manage effectively turns out to be a significant variable in determining how leaders exhibit transformational leadership features.

Nevertheless, due to the fact that administrators that are married administrators at University of Education are usually bombarded with family issues especially on the part of females makes marital status a prime predictor on their leadership styles. In addition, since the leaders perceived that they usually create inspiration among followers especially in matters related to innovation and new ideas, use inducements and interventions to make people change, and provide models that are consistent with that vision and foster the acceptance of group goals elucidates that they exhibit inspirational motivation feature when administrating. On the other hand, their acceptance to the fact that that they talk optimistically about the future, spend time teaching and coaching, empower followers to do what is best for the organization in the course of their administration and focus attention on irregularities, mistakes, exceptions, and deviations from standards suggests that they are intellectually stimulated. Owing to the fact that they pay special attention to each individual subordinate's needs for achievement and growth, and identify the capabilities and limitations of subordinates depicts that they employ individualized consideration in the course of their administration.

## 9. RECOMMENDATIONS

The following recommendations were made due to the conclusions from the study:

- (1) The University of Education, Winneba should provide male and females with equal education on regular basis in order for them to build upon their prerequisite skills at the same level to unravel the

notion that school administration is gender sensitive.

- (2) University of Education, Winneba should on regular basis look out for people who have working experience in the management of their administrative duties in order for them to achieve their required organizational aims, goals, and objectives.
- (3) Individuals occupying administrative positions in University of Education, Winneba should balance job and family responsibilities by compressing time such as juggling different thoughts, decisions, taking tasks simultaneously, or multitasking in order to meet the institutions requirements.
- (4) Administrators, HODs and deans in University of Education, Winneba should primarily exhibit the transformational leadership features in their administration to enhance the efficient acquisition of the institutional needs and wants.

## CONSENT

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

## COMPETING INTERESTS

Author has declared that no competing interests exist.

## REFERENCES

References are available in the footnote.

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