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Effects of Leadership Styles on Job Satisfaction of Basic School Teachers at the Sagnarigu Municipality in the Northern Region of Ghana

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Abstract: The leadership styles adopted by school administrators are among many variables that impact teachers' productivity and work satisfaction in educational settings. Schools with authoritarian leaders demotivate teachers and create unhappy employees, whereas schools with democratic and transformative leaders encourage creativity and innovation and increase employee satisfaction. Therefore, this study looked at how leadership style affected the job satisfaction of elementary school teachers in Sagnarigu Municipality. Four assumptions served as the foundation for the cross-sectional design used in the study. A convenient sampling strategy was employed to select 68 headteachers to complete a questionnaire for the study. Out of 650 teachers, Krejcie and

Morgan's (1970) formula was employed to randomly select 242 teachers to complete a five-item Likert scale questionnaire for the survey. Using Cronbach's alpha formula, the questionnaire items' internal consistency (reliability coefficient) was verified. Victor's leadership styles scale, which had five items, had an alpha of $r=0.741$, while the Teachers' Job Satisfaction Scale (TJSS) had an alpha of $r=0.670$. The study found that a democratic leadership style was the most frequently employed in managing the schools, while autocratic leadership was the least used. It was further revealed that teachers were generally dissatisfied with their jobs. The study also discovered that the democratic, authoritarian, and laissez-faire leadership styles have no statistically significant effect on teachers' job satisfaction. However, the transformational leadership style correlated with the teachers' job satisfaction. The study recommends capacity building for primary school heads, blending the leadership styles in managing the schools, increasing salaries for teachers to boost their morale for high productivity, and further research to unravel why teachers were dissatisfied with their jobs.

Keywords: Autocratic leadership, Democratic leadership, Laissez-faire leadership, Transformational leadership, Job satisfaction.

Introduction

Leadership means directing others' efforts toward achieving goals set by those planning and managing the institution. The headteachers in primary schools provide leadership to create a conducive learning environment for teachers and students (Barr & Saltmarsh, 2014). Every institution needs to be able to direct its natural resources, funds, supplies, and human resources toward accomplishing its mission and vision. The ability to direct staff efforts toward accomplishing institutional goals is necessary for both staff and students. The effectiveness and development of an educational institution greatly depend on the headteacher's leadership style (Iqbal et al., 2015). This type of leadership greatly influences both teachers' effectiveness and students' learning outcomes in the school (Wahab et al., 2014). School administrators' management style can encourage a setting that promotes the attainment of institutional objectives (Cansoy & Parlar, 2017). Similarly, Smith and Squires (2016) asserted that school leaders can significantly influence the growth and effectiveness of their schools. The concept of leadership is broad and includes a variety of leadership ideologies and methods for accomplishing organisational objectives. Depending on the circumstance, each form of leadership has strengths and limitations. It would be unfair to judge a given leadership style as appropriate or inappropriate without considering the context within which it has been applied.

According to Eyal and Roth (2011), the type of leadership approach the school head uses determines whether the institution succeeds or fails. The empirical research shows that leadership philosophies are based on various assumptions and ideas. As a result, the values, views, and preferences of a person, as well as the organisation's norms, culture, and circumstances, dictate the type of leadership approach to adopt at any point in time. The school administrator's leadership approaches and styles impact organisational culture, organisational learning, and resource management in the educational setting (Cansoy & Parlar, 2017). A school's ability to overcome challenges, such as the need to gain a competitive advantage, promote moral behaviour, and

manage a diverse workforce fairly and equally, is increased by effective leadership. How leaders conduct themselves has a significant impact on how teachers carry out their responsibilities and how the school as a whole functions. Democratic leadership style, for instance, places enormous responsibility on people and encourages more engagement within the group. The leaders are more integrated within the group, and members share responsibilities (Dike & Madibueze, 2019).

Sehar and Khurram (2019) conducted a survey to determine whether the leadership styles of Karachi schools' headteachers had a substantial impact on the teachers' job satisfaction. The study, which included 122 instructors and 13 school heads, used random sampling to select participants for the research. The findings of the study revealed that the democratic leadership style has a significant effect on teachers' job satisfaction and motivation at work. Nyenyembe et al. (2016) conducted similar research in Tanzania on the effect of leadership styles and job satisfaction of secondary school teachers. The findings revealed that teachers were more satisfied when school heads worked closely with them through mentoring and prioritising their well-being. Similarly, to determine the effect of leadership style on the productivity of elementary school teachers in the Bukoba Rural District, Mulaki (2023) conducted an empirical study in Tanzania. The study surveyed 140 teachers to obtain their opinions on the impact of leadership styles on the performance of teachers. A Pearson Moment correlation was used to analyse the data. The findings discovered a strong link between teachers' effectiveness and transformative leadership. Additionally, there was a modestly positive correlation between democratic leadership style and teachers' performance, suggesting that as democratic leadership grows, so does teachers' performance. In Sagnarigu Municipality, Sara et al. (2023) conducted a study examining the effects of headteachers' leadership styles on teachers' performance. They discovered excellent teacher performance in lesson presentation, with female teachers outperforming males. They also discovered that headteachers and the autocratic leadership approach most frequently used the democratic leadership style, which was the least employed in managing the schools. The study also found no statistically significant association between headteachers' leadership styles and teachers' job performance and no statistically significant relationship between headteachers' demographic variables and their leadership styles. However, literature on the effects of head teachers' leadership approaches on teachers' job satisfaction appears to be relatively scarce in Ghana and Sagnarigu Municipality, to be more precise. This study was, therefore, carried out to fill the literature gap and investigate the effects of heads of basic school leadership styles on the job satisfaction of teachers in the study area.

Research Problem

Several factors influence how teaching and learning in schools. Well-managed schools can provide quality to meet the needs of learners. The level informs teachers' ability to provide quality instruction of job satisfaction he/she enjoys. Literature on leadership styles and their effects on teachers' job satisfaction has yielded varied findings. Alharbi (2020) surveyed the relationship between leadership style and faculty members' job satisfaction at Saudi Arabian University. The study concentrated on democratic and autocratic leadership styles only. However, more leadership styles should have been added to appreciate better which specific leadership styles significantly influence the job satisfaction of faculty members. In this survey, more leadership styles, such as

laissez-faire and transformational leadership philosophies, have been included. Similarly, a survey was conducted by Kimathi (2017) in public secondary schools in Kenya's Tharaka-Nithi County's Meru-South Sub-County. The study's findings revealed that only a tiny percentage of heads of schools chose autocratic leadership, with the majority opting for a laissez-faire leadership style. School heads allowed teachers to do whatever they wanted with their jobs, and when they gave them work, they did not follow up. They were not concerned about the teachers' well-being and did not care about their interests at work. As a result, it was recommended that heads of schools employ a balanced approach to leadership and that laissez-faire should be used with caution and moderation, particularly where teachers are expected to perform tasks (Kimathi, 2017). In Ghana, Sarah et al. (2023) surveyed the impact of heads of school leadership styles on the performance of primary school teachers. The study discovered that the democratic leadership style was the most frequently employed by heads of schools, with the autocratic leadership approach being the least used. No statistically significant relationship existed between heads of school leadership styles and teachers' job performance; demographic variables of heads of schools have no statistically significant effect on their leadership approaches. In Sagnarigu municipality, little literature exists on the effect of leadership styles on teachers' job satisfaction. This survey was conducted to explore the influence of leadership styles on the teachers' job satisfaction in the municipality.

Research Focus

The primary purpose of this research was to explore the effects of Leadership Styles on the Job Satisfaction of Basic School Teachers at the Sagnarigu Municipality in the Northern Region of Ghana.

Research Aim and Hypotheses

The following null hypotheses were formulated to direct the survey.

- H01: Democratic leadership style has no statistically significant effect on primary school teachers' job satisfaction in Sagnarigu Municipality.
- H02: Authoritarian leadership styles have no statistically significant effect on the job satisfaction of primary school teachers in Sagnarigu Municipality.
- H03: Laissez-faire leadership style has no statistically significant effect on the job satisfaction of primary school teachers in Sagnarigu Municipality.
- H04: Transformational leadership style has no statistically significant effect on the job satisfaction of primary school teachers in Sagnarigu Municipality.

Literature Review

Leadership Styles and Job Satisfaction of Teachers

Leadership is defined by Khalil and Kelly (2020), cited in Obwoye (2022), as a dynamic course in which one person inspires others to contribute willingly to the understanding and achievement of the goals towards a common purpose. On the other hand, leadership style is the behaviour pattern

demonstrated by leaders while working with and through others (Mwesigwa et al., 2020). According to Whales et al. (2021), the word "lead", which means directing, fostering, regulating, guiding, showing, and influencing" is the root of the concept of leadership. A leadership style is a trait, behaviour, temperament, characteristic, or attitude that distinguishes leaders from followers when interacting with them. It is a style of conduct employed by a leader to persuade individuals to work together to realise an organisation's mission and vision (Whales et al., 2021).

On the other hand, job satisfaction is an evaluation of the entire value of one's employment (Spector, 1985). According to Skaalvik and Skaalvik (2010), job satisfaction can be a positive or negative indicator of how well someone is doing their job. Job satisfaction is teachers' positive and enthusiastic attitudes and feelings toward their careers. The degree to which a teacher feels safe, motivated, rewarded, and thriving in the current school environment in which he works is the definition of job satisfaction for teachers in the context of this study. Job satisfaction is essential to foster good performance in a learning environment (Abidakun, 2020). It can increase organisational effectiveness and creativity in instructors (Abidakun & Ganiyu, 2020). Job satisfaction boosts individual efforts, develops teachers' competencies and communication skills, and increases teacher retention, all of which contribute to the school's overall growth and development (Ali et al., 2018). Poor leadership is one of several variables that can encourage job happiness or lead to dissatisfaction in all educational institutions (Piosik et al., 2019). Job satisfaction can be connected to many other external factors, such as leadership styles, which can negatively or positively affect the perceptions and attitudes of the staff regarding their jobs (Batugal & Tindowen, 2019, cited in Obwoge, 2022). Primary school heads in Ghana are accountable for various duties, including overseeing instructors, students, and school resources and acting as liaisons between the District Education Office and the schools. According to Ojo and Olaniyan (2008), the responsibilities of headteachers in Ghana include planning, developing curricula, instructional supervision, appraising teachers, and maintaining relationships between the school and the community. Suaka and Kuranchie (2018) pointed out that how heads of schools carry out these duties may directly or indirectly impact teaching and learning and, as a result, determine how well pupils learn.

Measurement of Job Satisfaction of Teachers – Single Item versus Multiple Items

One advantage commonly mentioned as a defence for adopting general single-item measures of job pleasure is the difficulty of establishing job-specific measurements. This is because these metrics evaluate all-around job satisfaction (Nakata et al., 2013). Although these arguments are highly compelling, especially in complex and dynamic institutions like schools where time is frequently a valuable resource, scholars frequently employ general single-item surveys to assess labour satisfaction. Most ready-to-administer questionnaires are multi-dimensional, according to a study by Van Saane et al. (2003) on regularly used work satisfaction ratings. According to Pepe et al. (2017), even those that only measure a single broad dimension of satisfaction are multi-dimensional.

The Job Descriptive Index (JDI) is a famous questionnaire in organisational research by Pepe et al. (2017). It measures five dimensions of job satisfaction: satisfaction with the work itself, co-workers, supervision, pay, and promotional opportunities. The Job Satisfaction Survey (Spector,

1985) uses 36 items to assess nine satisfaction aspects: management, coworkers, working conditions, pay, responsibility, advancement, security, and recognition. The Minnesota Satisfaction Questionnaire (Hirschfeld, 2000) assesses 20 dimensions of job satisfaction. Because of multiple-item measures: (1) may be quickly evaluated using traditional psychometric indicators (for example, internal reliability); (2) may be used in structural equation modelling approaches; and (3) offer a more structured approach to unpacking the construct of job satisfaction (Nagy, 2002). The opposite side of the discourse is a multi-dimensional approach to measuring employee job satisfaction. Multi-item measure advocates argue that such scores indicate a more well-rounded assessment of workplaces and, as a result, provide more trustworthy and objective assessments. Several factors may result in lower work satisfaction ratings, but they do not view this as a "true" bias. Both approaches can be beneficial for job satisfaction assessment theory and practice. Despite the positions above, we used a five-item multiple-item scale to uncover teachers' job satisfaction levels in the study area.

Effect of Leadership Style on Job Satisfaction of Teachers

The results from empirical studies on the correlation between the leadership philosophies of school administrators and teachers' work satisfaction have generated mixed findings. While the association is insignificant in some research, it is statistically significant in others. According to Fowler, referenced by Amin et al. (2013), an effective leadership style is more likely to inspire teachers and boost their job satisfaction. Similarly, Ali and Dahie (2015) studied how transactional, transformational, and laissez-faire leadership strategies affected the job satisfaction of secondary school teachers in Somalia. The research discovered that teacher satisfaction was significantly impacted by all three school governance ideologies (transactional, transformational, and laissez-faire) (Dzakpasu et al., 2022). Similarly, Amin et al. (2013) polled faculty members at a public university in Pakistan on their leadership preferences and work satisfaction. The results showed a strong correlation between faculty members' job satisfaction and the leadership styles of school heads (transformational, transactional, and laissez-faire). In their examination of the factors that influence teachers' work satisfaction in Karachi, Pakistan, Rahim and Razzak (2013) found that leadership styles had a positive and significant effect on teachers' job satisfaction. Moreover, Bateh and Heyliger (2014) found that faculty members with transformational leadership approaches reported higher levels of job satisfaction than those with transactional leadership styles (Dzakpasu et al., 2022).

In a similar study, Adams and Velarde (2020) investigated the leadership styles of international school heads in Malaysia's heterogeneous cultural setting. They used a qualitative research method employing interviews with four headteachers to find viewpoints on ethnic diversity. They also used field notes from observation and studied documentaries from three different international schools. They found that teachers were the most dissatisfied with the financial aspect of tutoring and the most satisfied with their colleagues in specific situations. However, this study only looked at four heads of schools, which was a small sample size and hence cannot be generalised to all the study subjects in that country. In Nairobi County, Kenya, Obwoge (2022) researched how different leadership philosophies affected teachers' job satisfaction in some sampled international schools. The study

employed a descriptive survey research design. Thirty-two headteachers and 2,340 teachers from 32 foreign schools in Nairobi County were the subjects of the study. Teachers completed surveys, and head teachers were interviewed to gather the data. To ascertain the validity and reliability of the research instruments, pilot testing was conducted in a nearby international school in Kiambu County. Both descriptive and inferential statistics were applied to analyse the data. The four hypotheses were evaluated using Pearson's Correlation Analysis. The outcomes demonstrated that leaders in international schools utilised all four types of leadership styles, depending on the circumstance. However, there were differences in how each leadership style affected teachers' job satisfaction. The autocratic style had no detrimental effects on the job satisfaction of teachers. Similar research was conducted in Ghana by Dzakpasu et al. (2022) in Kwabre East Municipality, in the Ashanti Region, to examine the influence of headteachers' leadership styles on primary school teachers' perceptions of their job satisfaction. A random sample of 286 teachers was chosen randomly to participate in the study. The findings showed that heads of schools in the study area frequently employed the transformational leadership style and that instructors had modest job contentment. The study also showed a significant correlation between the application of transformational leadership styles by school administrators and teachers' work satisfaction.

Research Methodology

General Background

This section presents the research design adopted by the study, sampling and sample size determination, study variables, instruments and procedures, ethical considerations, data analysis, exploratory analysis, suggestions of areas for further research, recommendations, funding, and acknowledgement.

Sample

68 junior high schools were randomly selected to participate in the study out of the 82 junior high schools spread over the 11 circuits of the research area. A convenient sampling technique was employed to select 68 heads of schools to respond to a questionnaire on the leadership philosophies they frequently employ in managing their schools. Finally, using the sample size calculation table designed by Krejcie and Morgan (1970), 242 teachers were randomly picked from the 650 teachers to complete a questionnaire. The purpose was to be able to apply the study's conclusions to the entire municipality. Before the administration of the surveys, all participants gave their free and informed consent, and they were guaranteed confidentiality and anonymity. The rights of the respondents were upheld throughout the research, and they were free to discontinue participation at any moment.

Instrument and Procedures

Structured questionnaires were the primary tool for collecting data from the headteachers and teachers who participated in the study. The reliability coefficient, also known as the internal consistency of the items in the questionnaire, was assessed using Cronbach's alpha formula. Victor's

leadership styles' five-item scale had an alpha of $\alpha=0.741$ compared to the study's adaption of the Teachers' Job Satisfaction Scale's five items, with an alpha of $\alpha=0.670$ indicating that the data was accurate and reliable. Lee Cronbach first introduced the term Cronbach alpha (α) to assess the internal consistency of variables under study Henseler et al. (2016) cited in Shahzad et al. (2024). George and Mallery (2003), cited in Bariham (2020), advised that an alpha coefficient greater than 0.9 is considered excellent, an alpha greater than 0.8 is considered as good, an alpha greater than 0.7 is considered acceptable, that more significant than 0.6 is seen as questionable, while an alpha less than 0.5 is considered poor and unacceptable.

Data Analysis

In the present study, mean and standard deviation were used to analyse the data on leadership styles of basic school headteachers. Percentages, mean, and standard deviation were employed to compute the data on teachers' job satisfaction. The exploratory analysis adopted linear regression to test the hypotheses and determine whether the heads of basic school leadership styles significantly affect teachers' job satisfaction. The survey's five-item job satisfaction scale asked instructors to rate their job satisfaction as educators. Each response was given a five-point Likert scale, with 1 denoting extreme dissatisfaction with the school, 2 denoting moderate dissatisfaction with the school, 3 denoting ambivalence about the school, 4 denoting satisfaction with the school, and 5 denoting extreme satisfaction with the school. Using the variance-covariance matrix TJSS scores, the SPSS version 21 was utilised to evaluate various measurement models. Before the analysis began, all variables were checked for factor analysis assumptions, such as multivariate normality and homoscedasticity. There were no apparent abnormalities discovered. With the help of the Mahalanobis distance program, multivariate outliers were identified and excluded.

Results

Leadership Styles of Basic School Headteachers

On a five-point Likert scale questionnaire, school leaders were asked to rate how much they agree or disagree with the following statements regarding the frequency with which they use the following leadership styles in the administration and management of their schools. On a scale from 1 to 5, they had to rate how much they agreed or disagreed with each statement where 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, and 5=Strongly Agree. The results are presented in Table 1 below.

Table 1

Leadership Styles of Basic School Headteachers (N=68)

Leadership Styles	Mean (M)	Standard Deviation (SD)	Interpretation
Authoritarian leadership style	1.9048	1.30018	Low
Democratic leadership style	4.3810	.97346	High
Laissez-faire leadership style	3.2381	1.41084	Average
Transactional leadership style	3.4286	1.07571	Average

Transformational leadership style	3.9084	.88909	Average
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Source: Field data (2022).

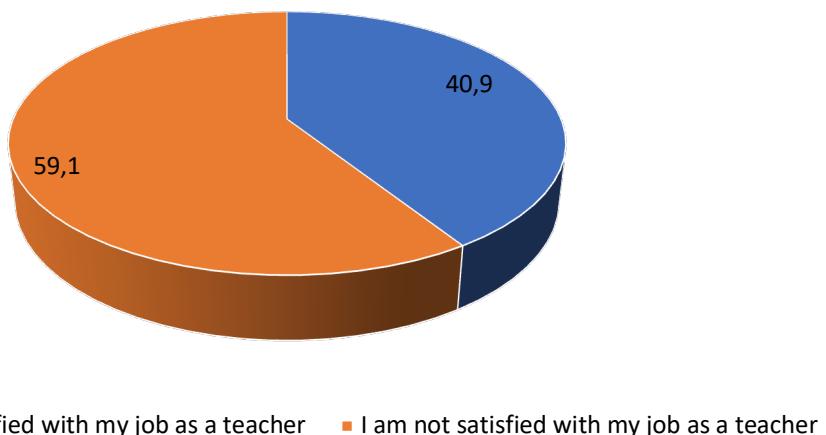
Table 1 displays the results of headteachers' self-evaluations of the leadership philosophies they adopt in the management of their schools. School heads tended to employ a democratic leadership approach more often than the other leadership styles. Specifically, Democratic leadership style had ($M=4.3810$, $SD=.97346$); Authoritarian leadership style recorded ($M=1.9048$, $SD=1.30018$); Laissez-faire leadership style had ($M=3.2381$, $SD=1.41084$); Transactional leadership style documented ($M=3.4286$, $SD=1.07571$); and Transformational leadership style had ($M=3.9084$, $SD=.88909$). The above results indicate that the democratic leadership style was the most frequently used by heads in the management of their schools. In contrast, the authoritarian leadership style was the least used.

General Job Satisfaction of Teachers

Teachers were asked to rate their overall job happiness as professionals. Figure 1 presents the results from the respondents.

Figure 1

Level of Teachers Job Satisfaction



According to the findings in Figure 1, the majority of respondents, 143 instructors, representing 59.1%, indicate they were dissatisfied with their job as teachers. A quantitative empirical survey called the Teacher Job Satisfaction Scale (TJSS) was further employed to gauge teachers' specific job satisfaction in educational settings. Table 2 displays the outcomes.

Table 2

Teachers Job Satisfaction Scale (N=242)

Teachers Job Satisfaction Scale (TJJS-9)	Mean (M)	Standard Deviation (SD)
Satisfaction with co-workers	4.3240	.80489

Satisfaction with school management/leadership	3.6116	1.08457
Satisfaction with parents	2.8430	1.06633
Satisfaction with students' behaviour	2.3471	1.11356
Satisfaction with my condition of service as a teacher	2.6653	1.24555

As shown in Table 2, the items with mean values of 3.0 and higher show that participants were content with their employment, while those with mean values below 3.0 show that respondents were dissatisfied with their profession. Teachers were happy with the management of their schools ($M=3.6116$, $SD=1.08457$); satisfied with their coworkers ($M=4.3240$, $SD=8.0489$); satisfied with school management ($M=3.6116$, $SD=1.08457$); satisfied with parents of students ($M=2.8430$, $SD=1.06633$); and satisfied with their conditions as teachers ($M=2.6653$, $SD=1.24555$). This suggests that teachers were somewhat satisfied with their work. The behaviour of the students ($M=2.3471$, $SD=1.11356$) and the working conditions ($M=2.6653$, $SD=1.24555$) were both sources of teacher dissatisfaction. This suggests that to encourage teachers to provide high-quality instruction and opportunities for lifelong learning to pupils in the classroom, the government of Ghana must implement measures to enhance their working conditions.

Exploratory Analysis

A linear regression test was conducted to examine the claim that school headteachers' leadership styles have no significant effect on the job satisfaction of basic school teachers in the study area.

Research Hypothesis

H01 The heads of school leadership style (Democratic leadership style, Authoritarian leadership style, transactional leadership style, and Transformational leadership style) has no statistically significant effect on the job satisfaction of primary school teachers in Sagnarigu Municipality.

Table 3

Linear Regression Analysis on Effects of Headteacher's Leadership Styles on Job Satisfaction of Basic School Teachers

Leadership styles	Unstandardised coefficients		Standardised coefficients Beta	t	Sig
	B	Std. Error			
Democratic leadership style	-.081	.059	-.361	-1.366	.192
Authoritarian Leadership style	-.020	.033	-.116	-.591	.564
Laissez-faire leadership style	-.002	.024	-.012	-.077	.940
Transformational leadership style	-.140	.060	-.572	-2.340	.043

Transactional leadership style	-.053	.034	-.260	1.565	.139
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Table 3 presents the results of linear regression analysis, which indicates that headteachers' leadership styles had no statistically significant effect on teachers' job satisfaction in Sagnarigu Municipality, with a p-value of .192, .564, .940, and .139, respectively. This implies that the four variables, except the transformational leadership approach (i.e., democratic leadership style, authoritarian leadership style, laissez-faire leadership style, and transactional leadership style), are not significantly interrelated with teachers' job satisfaction. Therefore, the hypothesis that heads of school leadership styles (Democratic leadership style, Authoritarian leadership styles, Laissez-faire leadership style, and Transactional leadership styles) have no statistically significant effect on the job satisfaction of primary school teachers in Sagnarigu Municipality is valid. There was no sufficient evidence from the data to reject the null hypotheses. However, the transformational leadership style was recorded at .043, which implies that it has a statistically significant effect on the job satisfaction of primary school teachers in the study area. Therefore, there was enough evidence to reject the null hypothesis that Transformational leadership style has no statistically significant effect on the job satisfaction of primary school teachers in the study area. The null hypothesis is therefore rejected.

Discussion

The results of this survey indicate that the democratic leadership style was the most frequently used by heads in the management of their schools, while the authoritarian leadership style was the least used. This result is consistent with research by Omeke and Onah (2012), who found that although headteachers employed three different leadership philosophies, the more approachable and consultative ones were more common and improved teacher performance. Dike and Madubuize (2019) shared similar sentiments when they opined that democratic leaders in organisations guide members and appreciate their contribution while making choices and solving problems. The authoritarian leadership approach was the least popular among the school administrators. Koçyigit et al. (2020) reported that democratic leadership may generate a desirable social environment by creating a free atmosphere, accepting individual diversity, and creating an educational environment where equally open methods are formed democratically. In contrast, the results contradict those conducted in Kenya by Karori et al. (2013), who found that while teachers believed their headteachers were frequently dictating without listening to their opinions, passive in their style of leadership, and least considerate of their interests, students from the study area outperformed those from the other districts on examinations. Dzakpasu et al. (2022) found that teachers in Ghana's Ashanti region were generally satisfied with their jobs. However, after completing a study and coming to similar conclusions, Adeyemi and Bolarinwa (2013) discovered that secondary school teachers in Ondo State, Nigeria, reported moderate job satisfaction.

It was further discovered that the Democratic leadership style in Sagnarigu Municipality has no statistically significant effect on the job satisfaction of elementary school teachers. These results align with (Obwoge, 2022), whose survey in Kenya found no statistically significant correlation between

teachers' job satisfaction and democratic leadership style at sampled international schools in Nairobi County. The findings of this study also indicate that an authoritarian leadership style has no statistically significant effect on primary school teachers' job satisfaction in Sagnarigu Municipality, which has, therefore, been accepted. However, detractors of the theory of autocratic leadership contend that it might impede creativity and innovation (Lee et al., 2019). Autocratic educational administrators control decision-making, do not delegate authority, give instructions, and demand that all subordinates obey them. Therefore, it might negatively affect collaboration, organisational commitment, and task and role performance (Du et al., 2020). Although autocratic leaders hurt employee work satisfaction and motivation, some proponents of the authoritarian leadership ideology, such as Uymaz (2020), have suggested that they can increase productivity temporarily, especially in institutions where employees expect leaders to give commands and guide them with rules and regulations which must be followed. Ojeleke et al. (2020) backed Uymaz's (2020) thesis that there is a positive correlation between autocratic leadership and work performance. Positive results can also be attained in organisations with authoritarian leaders and a substantial degree of traditionalism (Shen et al., 2019).

The impact of the laissez-faire leadership strategy on teachers' job satisfaction was weak, documenting .940. Therefore, this study failed to refute the assertion that a laissez-faire leadership style has no significant effect on teachers' job satisfaction. This leadership ideology is the most careless since it employs a non-interference strategy that offers every employee unlimited flexibility and has no predetermined means of attaining organisational goals (Al-Malki & Juan, 2018). According to Donkor and Zhou (2020), the laissez-faire leadership style is appropriate in workplaces with highly skilled employees. However, there was a correlation between Transformational leadership style and teachers' job satisfaction. This finding confirms the previous hypothesis by Dzakpasu et al. (2022), who conducted a study in Ghana's Ashanti Region and found a strong correlation between the transformational leadership style of headteachers and the teachers' job satisfaction. In support, Baffour-Awuah (2015) researched the effect of heads of departments' leadership styles on the job satisfaction of faculty members at Cape Coast Technical University. The study found a strong correlation between the transformational leadership approach and the job satisfaction of faculty members ($r=0.595$; $p=0.005$). Similarly, a meta-analysis conducted by Aydin et al. (2013) examined the relationships between principal leadership styles and teachers' job satisfaction and organisational commitment in Turkish schools and found a substantial positive association between teachers' work satisfaction, organizational commitment, and transformational leadership style. The job satisfaction of teachers rises as principals demonstrate an improvement in their transformational leadership style, according to a survey of 218 teachers in Khomeinishahr's elementary schools for girls in Iran (Shafiee et al., 2014, cited in Kadbey, 2018).

Conclusions

According to the results presented, primary school heads in the study area were found to most frequently use democratic leadership. The authoritarian approach was the least popular management and administration style utilized by headteachers in managing their schools. Additionally, a significant % of teachers (59.1%) were generally dissatisfied with their work as

instructors. Surprisingly, a sizable portion of the teachers also said they were happy with their coworkers.

The democratic, authoritarian, laissez-faire, and transactional leadership styles have no statistically significant effect on primary school teachers' job satisfaction. However, the transformational leadership strategy significantly affected teachers' job satisfaction. A qualitative study should be carried out in the district to inform policy changes and further explore why most basic schoolteachers were usually dissatisfied with their jobs as instructors.

Recommendations

According to the findings, transformational leadership styles have been linked to high levels of work satisfaction and should thus be supported. Heads of basic schools should exercise their authority in certain situations to encourage productivity in areas like instructional design, student learning evaluation, lesson planning, remedial instruction preparation, and extracurricular activity organisation. However, as authoritarian leadership styles considerably contribute to teachers' dissatisfaction with their jobs, they should not be used excessively.

Basic school headteachers in the study area should regularly participate in capacity-building workshops and seminars on school management and administration to equip them with the knowledge and skills to combine the different leadership philosophies to manage their schools effectively. Principals should strengthen their supervisory support to increase teachers' job satisfaction. Some elements of the school's incentive program might be enhanced, like perks, praise from the administration, and rewards for excellent work.

The Government of Ghana, through the Ghana Education Service, should improve the salaries, working conditions, and retirement packages for teachers in the country. This would increase their morale and contribute to improving teachers' job satisfaction, leading to improvement in the educational outcomes of the schools. The heads of primary schools should actively improve communication, give prompt feedback on inquiries, and improve job assessment techniques to be competitive and fair. To reverse the trend of job dissatisfaction among teachers in the municipality, a qualitative study should be carried out in Sagnarigu Municipality's primary schools to unravel why teachers were generally dissatisfied with their jobs.

Suggestions for Future Research

This study adopted a cross-sectional survey design to investigate the effects of headteachers' leadership style on teachers' job satisfaction in Sagnarigu Municipality. Researchers carrying out studies on similar issues in the future should employ mixed methods or qualitative methods to allow the teachers to share their personal views on why they are unsatisfied with their jobs. Future researchers should also expand the scope to cover public and private senior high schools in Ghana to inform policies and best practices.

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Conflict of Interest

The authors declare no conflict of interest.

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