

**AKENTEN APPIAH MENKA UNIVERSITY OF SKILLS TRAINING AND
ENTREPRENEURIAL DEVELOPMENT**

**THE EFFECT OF TRANSFORMATIONAL LEADERSHIP ON TEACHER
PERFORMANCE: THE MEDIATING ROLES OF TEACHER MOTIVATION AND
TEACHER ENGAGEMENT.**

EMMANUEL GYAMFI

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**A DISSERTATION SUBMITTED IN THE DEPARTMENT OF MANAGEMENT
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THE REQUIREMENTS FOR THE AWARD OF MASTER OF PHILOSOPHY IN
(BUSINESS MANAGEMENT) DEGREE.**

NOVEMBER, 2023

DECLARATION

CANDIDATE’S DECLARATION

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate’s Name: Emmanuel Gyamfi

Signature: Date:

SUPERVISOR’S DECLARATION

I hereby declare that the preparation and presentation of this dissertation were supervised in accordance with guidelines on supervision of dissertation laid down by the Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development.

Dr. Victoria M. Nyamadi

Signature: Date:

DEDICATION

I dedicate this work to my wife, Jacqueline Gyamfi, son, Jedidiah Nana Gyamfi, and family, especially, my late father, Mr. Isaac Gyamfi.

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I extend my gratitude to the Almighty God for the grace and benefits bestowed upon me throughout my study. I want to express my gratitude to everyone who helped to see this study project through to its conclusion. I genuinely appreciate your guidance during the study project, Dr. Victoria Mensah Nyamadi, my supervisor, who has been an incredible source of knowledge, counsel, and constant support. This research has developed greatly as a result of your insightful critiques and motivating remarks. I would especially like to thank Dr. Courage Kofi Dogbe for giving me a thorough understanding of quantitative research methods. I also want to thank my family, especially my son and wife, for their unfailing support, understanding, and encouragement. I also like to thank Mr. Mohammed Abubakari, a PHD candidate in Saskatchewan, Canada, for his inspiration and assistance. Your help has been invaluable, and I appreciate all that you have done. I also want to express my gratitude to my colleagues and friends for their encouragement and support, which enabled me to refine my study. To conclude, I would like to thank all the scholars and researchers whose work helped to make this study possible. You have significantly and inspiringly advanced the field.

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ABSTRACT

Effective handling of human resources in education is required for enhancing educational quality and overall growth. The major goal of the study, based on a quantitative cross-sectional research design, was to explore the effect of transformational leadership on teacher performance as mediated by motivation and employee engagement in public senior high schools in Kumasi, Ghana. Data for the study were successfully obtained from 855 teachers (a response rate of 62%) from senior high schools within the Kumasi Metropolitan Education Directorate in the Ashanti Region of Ghana, using face-to-face questionnaire administrations, supplemented with online Google Forms. With the aid of SPSS v. 23, data analysis took the form of frequencies, percentages, mean, standard deviation, reliability test (Cronbach's Alpha), correlation, and regression. The study's findings demonstrated that transformational leadership directly and unambiguously has an effect on teacher performance. Furthermore, there was a weak correlation between teacher motivation and teacher performance, and the same was seen between teacher engagement and teacher performance. Additionally, the relationship between transformational leadership and teacher performance is influenced partially by teacher motivation. Also, teacher engagement partially influences the relationship between transformational leadership and teacher performance. To sum up, the study's findings suggest that educational institutions should motivate teachers intrinsically and extrinsically, in addition to engaging them, in order to improve their overall performance.

Keywords: Transformational Leadership; Teacher Motivation; Teacher Engagement; Teacher Performance; Public Senior High Schools

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This study is about the effect of transformational leadership on teacher performance: the mediating roles of teacher motivation and teacher engagement in public senior high schools within the Kumasi Metropolis, Ashanti, Ghana. This chapter consisted of the background of the study, statement of the problem, objective of the study, purpose of the study, specific objectives, research questions, research hypothesis, significance of the study, scope of the study, limitation of the study and organization of the study.

1.1 Background of the Study

Every organization's ability to continue operating hinges on how well its human resources are managed (Dodokh, 2019). Human resources are the most difficult resources in education to use in order to meet goals and objectives. One of the key components of every educational system is the teacher, whose contributions are relevant to education. Teachers impart knowledge, skills, and morals. This has led schools to need a teacher who has demonstrated excellence in performance since to accomplish school goals, the performance of teachers is of the utmost importance (Sunaryo et al., 2020). Due to that, the effectiveness of teachers is a prerequisite for the success of a school. The combination of a positive attitude, subject expertise, diverse abilities, and the fulfillment of responsibilities all contribute to the overall quality of education and the school's ability to meet its objectives (Bonsu & Twum- Danso, 2018). Continuous support for teachers' professional development and well-being is crucial for sustaining a thriving educational environment.

Furthermore, in order to improve students' knowledge, abilities, and overall performance, every educational institution needs to employ qualified teachers (Afayori, 2020). Increasing teachers' effectiveness is probably the best strategy to make sure students learn more efficiently (Mişu et al., 2022). Findings from studies (Popovi et al., 2020; Maritasari et al., 2020; Johnson et al., 2021; Rachmah and Putrawan, 2018) indicate that effective instruction is necessary for high-performing teachers. Mişu et al. (2022) contend that the effectiveness of teachers determines a nation's success. As evidenced by Ngabiyanto et al. (2022) this shows that the effectiveness of a teacher is linked to their capacity to implement learning activities by continuously raising student achievement and mentoring others.

Again, the performance of a teacher encompasses the organization, management, and evaluation of the educational process (Shikalepo, 2020). Moreover, it is commonly known, that a teacher's effectiveness significantly affects a student's capacity for learning as well as their academic success (Boadu et al., 2013). Employers now recognize that, in the current economic environment, when competition is at its peak, the success of schools greatly depends on the performance of the teachers. In a working paper of UNICEF (2018) led by John Martin, it was discovered that teachers' performance can be assessed by their professional development, which builds capacity that results in better performance, by actively managing and ensuring increased responsibilities and accountabilities that are aligned with incentives and rewards (promotion and better pay), resulting in their continued development.

From the perspective of Citriadin et al. (2019), teacher performance in Indonesia, as an example, is based on how well they perform on the work assigned to them when compared to a specified standard. They went on to say that work task as well as work results help teachers perform better.

Concerns over the quality of teaching are shared by all members of society (Boadu & Acquah, 2013). Teaching responsibilities both within and outside of the classroom are thus included in the performance of a teacher. Among the most important aspects of teaching include the use of instructional resources, teaching techniques, regular student assessments, lesson planning, fieldwork, and teacher involvement in sports and school assemblies (Boadu & Acquah, 2013). Other key components include guiding and counselling. Due of this, a teacher's ability to successfully teach students about a subject both within and outside of the classroom through the use of their experience, teaching tactics, instructional materials, knowledge, and abilities is what makes them successful at their jobs. Teachers' performance was measured by their involvement in extracurricular activities, control over classroom activities, timely and regular attendance, and adequate preparation for instruction (work schedules, lesson plans).

Moreover, in Pakistan, another developing country as an example, Akram, (2019) indicated that teachers' performance is influenced by a wide range of factors, such as their aptitude, attitude, subject expertise, teaching methodology, personal qualities, the classroom environment, general mental ability, personality, relationship with students, planning and preparation, effectiveness in presenting the material, relationship with other staff members, self-improvement, relationship with parents and the community, poise, intellect, teaching techniques, interaction with students, and teaching content (Boadu & Acquah, 2013).

In Africa, with reference to an article by Gikunda (2016) on the elements impacting the performance of teachers in the application of the geography curriculum in Kenya's public secondary schools in the Imenti South sub-county of Meru County emphasized that teacher performance is when a teacher is measured by the student's learning outcome, the extent and accuracy of their work, and the amount of time and resources they invested. She further affirms

that teaching and learning resources, in service programmes, administrative support and teacher attitude influence teacher performance. Moreover, in Nigeria, also in Africa, the work that teachers do at a specific time in the educational system determines their performance (Adeyemi, 2010).

In a study focused on Ghana, Ampofo et al. (2019) investigated the impact of school heads' direct supervision on teacher performance in public senior high schools in the Central Region. The research revealed that teacher performance is assessed based on the quality of lesson planning, successful lesson delivery, regular student evaluation, punctual attendance at school and in classes, efficient use of instructional time, and the demonstration of strong working relationships. The study underscores the significance of studying teacher performance, highlighting that the availability of competent teaching personnel is crucial for supporting education development in Ghana.

Additionally, the study emphasizes that a teacher's performance has the potential to either positively or negatively influence overall school performance and reputation. Many scholars, researchers, and consultants have provided evidence of the most effective strategies for enhancing teacher performance.

Also, transformational leadership theory and equity theory provide the theoretical lens for the study since they relate to the relationship between the variables. With transformational leadership, James MacGregor developed the theory in 1978. It contends that leaders can become transformative when they interact with followers in a way that elevates morality and motivation for all involved. MacGregor emphasizes the critical role transformational leaders play in raising followers' awareness and consciousness and encouraging higher moral and

behavioral standards. According to him, enthusiastic teachers are essential to fully supporting the objectives of the organization. Alsayed, et al., (2020), goes on to say that routinely implementing transformational leadership behaviors can greatly enhance teachers' psychological empowerment. These leaders foster a climate of trust that inspires educators to go above and beyond the call of duty to support the organization (Khorshid & Pashazadeh, 2014).

In order to facilitate the expansion and success of the institution, leaders that practice transformational leadership work hard to come up with novel concepts and viewpoints. These leaders mobilize the members of the organization to implement significant changes in the tenets and foundations of the institution by cultivating dedication, enthusiasm, and loyalty among executives and staff members. With this transformative approach, the organization will be better equipped to achieve greater performance excellence standards and to navigate new directions (Mirkamali et al., 2014). A people-focused transformational leader is skilled at motivating others, advancing the goals and objectives of the institution, and creating fresh approaches to productive work.

With equity theory, it was created and put to test by Stacey Adams (1963). This theory of motivation is based on the idea that people labor for an organization in exchange for advantages and with the expectation of receiving fair treatment at work. It is imperative that managers uphold the belief that there is equity in the workplace among the workforce. When workers believe their contributions to incentives are distributed similarly to those of their peers in the same industry, they believe they are being treated fairly (Gibson et al., 2007). According to Kini and Hobson (2008), this theory suggests that people are motivated to maintain fair or

"equitable" connections and to make amends for any that they perceive to be unjust or "inequitable," regardless of whether their input-to-outcome ratio is higher or lower than others. The notion states that when workers believe their efforts are compensated fairly and justly in relation to others in similar circumstances, they will engage themselves be more driven to work harder. In contrast, employees' motivation tends to decrease and they put out less effort at work if they believe that their contributions are not valued or appropriately compensated in relation to their peers. In this regard, managers are essential in guaranteeing that workers don't feel underpaid, that their contributions are recognized and fairly compensated, and that the results—particularly with regard to pay and benefits—are shared fairly and equally by all parties involved. By doing this, disagreements and negative attitudes will be avoided, which may contribute to the preservation of a happy and effective work atmosphere.

In addition, different scholars have provided diverse definitions for variables; transformational leadership (independent variable), teacher motivation and teacher engagement (mediators) and teacher performance (dependent variable). For instance, transformational leadership was defined by Al-Hadrawi and Al-Zurfi (2022) as leaders who build highly engaged teams and individuals committed to attributes like cost-effectiveness, enhanced output quantity, and service. Furthermore, transformational leadership is a type of leadership in which leaders put an emphasis on developing the abilities of their staff members or (Watts, et al., 2020). This entails changing the way that subordinates view previous difficulties and encouraging self-motivation, morale, and a stronger dedication to quality work. Thus, transformational leadership can be argued to be openly communicating the objectives of the organization, continuously serving as its driving force, actively mentoring team members, encouraging the acquisition of new skills by followers, and tenaciously looking for chances for organizational growth.

Regarding teacher motivation, Sinclair (2008) described it as a factor that influences attraction, retention, and concentration. It also determines "what draws people to teaching, how long they stay in their initial teacher education courses and then the teaching profession, and how much they engage with their academics and the teaching profession." However, Han and Yin (2016) describe teacher motivation as the level of motivation demonstrated by the amount of effort put in during instruction, which is impacted by a number of contextual elements, as well as the reasons derived from personal intrinsic values for deciding to teach and continuing to teach.

In relation to teachers' engagement, Schaufeli et al. (2002), stated that, is "a positive and fulfilling work-related state of mind characterized by vigor, dedication, and commitment. Engaged teachers seek out novel concepts, put best practices into practice, adapt lessons to fit the needs of their students (Cotton, Dollard, & de Jonge, 2002), hold themselves to a high standard for their students (Tyler & Boelter, 2008), assume accountability for their students' education (Cotton et al., 2002), and routinely assess their progress and give feedback to them.

With teacher's performance, it relates to how a teacher acts in the teaching and learning environment, specifically how a teacher completes task or effectively completes the activity that has been allocated to him/her (Duze, 2012). Additionally, Ajetunmobi, Maruff, and Muhideen (2020) define teacher performance as a teacher's capacity and effort to effectively carry out administrative and instructional responsibilities both inside and outside of the classroom. Assessment of teaching or instructional performance is determined by how well lessons are delivered, how well lesson notes are planned, how well instructional materials are improvised, how well students' performance are monitored and evaluated, and how frequently students' progress are given feedback.

1.2 Statement of the problem

Educational institutions now use teacher performance as a criterion for success. The British Colonial Masters encouraged teachers in Ghana, the former Gold Coast, to improve their performance. In an effort to encourage teachers to engage in high-quality professional practice, the colonial government under Sir Gordon Guggisberg (1919–1927) launched a number of programs to enhance the working circumstances of public-school teachers. Among the initiatives were the Accelerated Development Plan and the raising of teacher pay, with a significant minimum wage of £100-180 per year fixed for teachers (Ofori-Attah, 2007).

Presently, teacher motivation in Ghana is overseen by the Ghana Education Service. In 1995, the service introduced the National Best Teacher Award Scheme (NBTAS) to recognize and elevate the contributions of teachers in delivering quality education. The top-performing educators receive incentives, including a two-bedroom house at a location of their choice and a car. This award is an annual occurrence, continuing to the present day. Additionally, in 2010, under the Civil Service Law 1993, PNDC Law 327, the Ghanaian government, along with the Ministry of Education and the Ghana Education Service, replaced the Ghana Universal Salary Structure (GUSS) with the Single Spine Salary Structure (SSSS). As part of this change, there was an agreement between the Ministry of Education, the Ghana Education Service, and the leadership of various teacher unions to implement a 15 percent salary increment termed as the teacher retention premium. This increment served as a motivation package for teachers.

Furthermore, the government and the Ministry of Education in Ghana have introduced a new remuneration package, called the Teacher Professional Allowance, aimed at incentivizing continuous professional development for both teachers and non-teaching staff. Salifu and Agbenyega (2013) emphasize additional motivation factors, including the Best Teacher

Awards Scheme, teacher remuneration, study leave with pay, and community support from Parents/Teachers Associations (PTA's). Moreover, teachers in Ghana find motivation in the positive impact on students, working in a conducive environment, opportunities for professional development, leadership and mentorship roles, and serving as role models.

Leadership influences teachers through teaching and learning, conveying knowledge, skills, values, culture and ideas. The role given by schools through empowerment and enhancing teacher quality programs can also affect the performance, commitment, and behavior of their membership in schools. Upon the motivation teachers have received from the leadership to perform to the best of their abilities and knowledge. From the foregoing, it could be deduced that the success of any educational programme in Ghana greatly depends on the performance of our teachers at every level of the educational sector. The educational standards and quality have been declining of which this issue has been centered on teacher performance since they have been motivated and engaged (Anhwere, 2013). Upon the influences leadership have on teachers, some heads of the schools exhibit poor management skills and simply fail to deal effectively with their teachers' difficulties. They do not take corrective measures at early stages when such guidance might still help. Despite extensive research, discussion and debate on how to predict teacher success, assessment and attitude, teacher performance is considered complex and remains difficult to predict irrespective on motivational packages teachers receive. Not surprisingly, little research has actually been conducted on the area of factors influencing teachers' performance, especially from the perspective of teachers. Very few studies have focused on motivation relating to teacher performance and the results are inconsistent and inclusive. Notably, the literature review highlights a gap in previous studies regarding the variables used to determine teacher performance and the extent of motivation among public senior high school teachers in the Kumasi Metropolis. It is therefore against this background

and the interest of the researcher is to conduct a study on public Senior High school teachers, particularly teachers in the Kumasi Metropolis of the Ashanti Region of Ghana, to assess how motivation factors influence teacher performance.

1.3 Objective of the study

This section deals with the general objective and specific objectives of the study.

1.3.1 Purpose of the study

The primary aim of the study is to determine the influence of transformational leadership on teacher performance, exploring the mediating roles of motivation and employee engagement in public senior high schools within the Kumasi Metropolis in Kumasi, Ghana.

1.3.2 Specific objective

Specifically, the study seeks:

1. To assess transformational leadership on teacher performance in public senior high schools in the Kumasi Metropolis, Ashanti, Ghana.
2. To assess transformational leadership on teacher performance with teacher motivation the mediating factor in public senior high schools in the Kumasi Metropolis, Ashanti, Ghana.
3. To evaluate transformational leadership on teacher performance with teacher engagement the mediating factor in public senior high schools in the Kumasi Metropolis, Ashanti, Ghana.

1.4 Research Questions

In an attempt to examine the specific objectives enumerated above, the under-listed research questions are considered:

1. What is the relationship between transformational leadership and teacher performance?
2. Does transformational leadership lead to teacher performance through motivation?
3. Does transformational leadership lead to teacher performance through employee engagement?

1.5 Research Hypothesis

1. H1: Transformational leadership has a direct correlation with teacher performance.
2. H2: Transformational leadership has a positive effect on teacher motivation.
3. H3: Teacher motivation has a positive effect on teacher performance.
4. H4: Teacher motivation partially mediates transformational leadership and teacher performance.
5. H5: Transformational leadership has a direct correlation with teacher engagement.
6. H6: Teacher engagement has a positive effect on teacher performance.
7. H7: Teacher engagement partially mediates transformational leadership and teacher performance.

1.6 Significance of the study

The following factors make the study's conduct noteworthy.

The academic community needs pertinent research to broaden the body of knowledge because there is a dearth of literature on the relationship between transformational leadership, employee engagement, and motivation and how it affects teachers' performance, particularly in Ghana.

This study will add to the body of knowledge in that direction and can be used as a foundation

for future academic research projects aimed at creating and applying knowledge. This study would be helpful to stakeholders in the context of policy science and societal implications, including the Ministry of Education, Ghana Education Service (GES), public senior high schools, and officials in the local government (Kumasi Metropolitan - Education Directorate).

The research findings have the potential to provide valuable insights for GES, the Ministry of Education, and the Kumasi Metropolitan Education Directorate. These insights can be applied to the development of policy frameworks that support transformational leadership by establishing the necessary motivation mechanisms to guarantee teachers' performance in public senior high schools. Regarding public senior high schools, the study's conclusions will assist school authorities and teaching staff in determining how transformational leadership affects teachers' motivations and engagements, which in turn affects academic performance. The success of these schools can be enhanced by implementing significant initiatives that increase the influence of the aforementioned characteristics. The study's findings can allow Civil Society Organizations and Social Enterprises that are involved in Ghana's education reform to focus more efficiently on fostering meaningful transformational leadership at the senior high school level. The study's methodology thus has an impact on the achievement of Sustainable Development Goal 4, which is about improving education quality and to which transformational leadership can be helpful.

1.7 Scope of the study

Transformational leadership, employee engagement, and motivation are the three factors that this study focuses on as they impact the performance of teachers. Due to empirical evidence demonstrating the substantial influence these elements have in predicting teacher performance, the focus is on these three constructs. In the Ashanti area of Ghana, namely in the Kumasi

Metropolis, this study will concentrate on staff members of public senior high schools. According to its context, the study's conclusions provide information about the study's research topics.

1.8 Limitations of the Study

The following are some limitations of the study. First, Certain respondents declined to answer certain questions because they felt it was time-consuming activity. However, response rate of 62% is appropriate to provide valid conclusion on the data collected.

Secondly, the investigation was carried out during a comparatively brief period of time. This affected the quantum of data to be collected. Also, due to the limited time frame, some of the data and views that were given by respondents may have been misrepresented as a result of inaccuracies. These were identified during data screening and were excluded from the data analysis.

Finally, the fact that the conduct of the study was dependent on personal funding, the funding source was insufficient which affected the quality of output of the work. It affected the number of respondents who responded to the questionnaires.

The study participants included teachers who have at least one year teaching experience. As a result, newly appointed teachers and teachers who have less than one year teaching experience were excluded from the study.

1.9 Definition of Key terms

Transformational leadership: is influencing people for the better by sharing a motivating vision, inspiring words, and a determined call to action.

Teacher motivation: is a broad concept encompassing objectives, needs, desires, and other motivational elements aimed at encouraging teachers to engage in academically effective actions

Teacher Engagement: is described as teacher's willingness and interest in going beyond their mandatory duties.

Teacher performance: is the measure of a teacher's productivity at work and efficacy.

Public Senior High Schools: are state owned secondary schools that students attend for three years before tertiary education.

1.10 Organization of the Study

This study is organized into five chapters, each serving a distinct purpose. Chapter One, the introduction, including the background of the study, statement of the problem, purpose of the study, research questions, hypotheses, scope, significance, limitations, organization of the study and definition of key terms. Chapter Two focuses on a comprehensive review of related literature, covering an introduction, conceptual review, theoretical review, empirical review, conceptual framework, and chapter summary. Chapter Three outlines the methodology, detailing the research design, population, sample, sampling technique, data collection technique, validity and reliability measures, model specification, ethical considerations and a chapter summary. Chapter Four presents the introduction, data presentation, descriptive analysis, Path analysis, discussions of the findings, and chapter summary. Finally, Chapter Five consists of an introduction, summary of findings, conclusions, future research direction, contribution to knowledge and recommendations drawn from the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This literature review endeavors to explore existing research on the influence of transformational leadership on teacher performance, specifically examining the mediating roles of teacher motivation and engagement. Existing studies have identified gaps in this area, emphasizing the need for further investigation. This study aims to address and bridge these gaps, with the ultimate goal of making a meaningful contribution to the development of new knowledge within the academic realm.

2.1 Conceptual Review

Transformational Leadership

An organizational leader that practices transformational leadership builds relationships with their followers, or employees, by modeling behavior, influencing decisions, and inspiring people to give it their all (Koranteng et al., 2022). Along with encouraging unity and teamwork among the followers and remaining open to change and development, they collaborate to achieve organizational goals and aims (Bonsu & Twum- Danso, 2018).

Purwanto et al., (2020) alluded that, transformational leadership approach prioritizes the establishment of value systems, motivation, development of skills, enabling individuals to achieve organizational objectives, altering behavior, and motivating subordinates to surpass the expectations of the organization. This form of leadership relies on the leader's ability to motivate followers to exhibit higher levels of morality and productivity (Bonsu & Twum- Danso, 2018).

Transformational leaders drive subordinates' behavior both emotionally and rationally, according to Surbakti and Suharnomo (2013). Additionally, Song et al., (2020) highlighted that transformational leadership entails assisting staff members in their development, providing them with support, encouraging morality and motivation, and attending to their requirements. As per McShane and Glinow (Subheki, 2017), transformational leadership is a leadership approach that demonstrates how effective management enhances a team or organization. This is achieved by formulating, articulating, and exemplifying a vision for the organization or department, thereby motivating staff to exert significant effort.

According to Sundi (2013), a transformational leader also provides his or her team members with the opportunity and confidence they require to do their duties in accordance with his or her ideology in order to achieve corporate objectives. The objective of transformational leadership is to optimize the capabilities and skills of employees, ultimately resulting in enhanced performance (Bamford-Wade & Moss, 2010). Transformational leadership, according to Al-Husseini et al. (2021), is the capacity to view others as distinct individuals, consider their needs and objectives, and pay attention to, educate, and train followers.

This means that this kind of leader gives each of his subordinate's individual attention and emphasizes helping them grow so they can perform well. A leader who inspires others to work toward a common goal makes their work more meaningful (Jeong, 2021). This is the core of true leadership. Such a leader offers his followers motivation and significance through his compelling future vision, holds them to high standards, and emanates positivity and excitement. As stated by Rival (2004), a transformational leader creates a sense of community among their team members and treats them as collaborators in decision-making, all of which contribute to a positive attitude.

Furthermore, as stated by Putra et al. (2022), a transformational leader possesses the ability to impact subordinates in a distinct manner, communicating to them that their superiors hold them in high regard, respect, and trust. The actions of a transformational leader, according to Berkovich and Hassan (2023), elevate and broaden followers' aspirations while also giving them the confidence to go above and beyond expectations.

The Factors of Transformational Leadership

By clearly communicating their vision to their employees, transformational leaders enable them to take ownership of realizing that vision and ultimately transform businesses (Seltzer & Bass, 1990). The transformational leadership paradigm, as outlined by Avolio, et al., (1999), comprises four primary components: idealized influence, inspiring motivation, intellectual stimulation, and individualized consideration.

Idealized influence

As per Bono and Judge (2004), through idealized influence, leaders portray themselves as charismatic figures by demonstrating elevated moral and ethical standards. Leaders are role models that followers want to imitate. They enjoy their admiration, respect, and trust. According to their followers, they possess amazing abilities as well as tenacity and determination (Bass, et al., 2003). Such leaders do not employ their positional authority and aptitude for personal gain. They endeavor to lead and direct their followers in order to accomplish organizational goals. Leaders with charisma inspire followers to adopt their own viewpoints and help others understand what makes them unique (Northouse, 2001).

Inspirational motivation

Leaders that set an example for their followers by challenging and providing meaning for their work are inspiring. A sense of unity is sparked. Transformational leaders exhibit a strong sense of energy and positivity, setting high standards that their followers aspire to achieve and demonstrating a commitment to excellence (Wilson, 2020). Gagné, et al., (2015) has avowed that, inspiration serves as the foundation for motivation. This type of motivation encourages followers to commit to carrying out organizational goals.

Actually, in inspirational motivation, leaders provide followers a common understanding. Individuals acquire knowledge when there is a concrete vision because they are motivated to do so, not solely due to directives from their leaders. This insight inspires followers by fostering a common understanding of corporate goals and is higher than levels of the need's hierarchy. On the part of Jandaghi et al. (2009), a leader must constantly urge their supporters to embrace novel concepts and viewpoints, or change, if the organization has to undergo revolutionary changes. Transformational leaders should therefore act differently and inspire their followers.

Intellectual stimulation

In the progression and diversification of an organization, a crucial quality of transformational leaders is their ability to spark imagination. Innovative and creative thinking are fostered by transformational leaders in their followers. As ascertained by Torlak et al., (2019), leaders encourage followers' creativity by presenting fresh, difficult ideas and creative responses to issues. Additionally, Barbuto (2005) underlined that by challenging presumptions, avoiding obstacles, and handling familiar circumstances in fresh ways, leaders encourage their employees to be creative and imaginative. So, such leaders boost their followers to fix issues, come out with fresh and imaginative solutions.

Individualized consideration

Another attribute of transformational leadership is the acknowledgment of each individual for their unique qualities. Considering the well-being of others is a crucial facet of transformative leadership. Leaders promote teamwork, emphasize equality among employees, and contribute to positive leadership outcomes (Bonsu et al., 2018). Consequently, transformational leaders inspire team members to reach their full potential, take on greater responsibilities within the organization, and grow as individuals. This intention aims to enhance leadership competencies and nurture the development of the next generation of leaders through mentoring and coaching (Magasi, 2021). With the view of Jandaghi et al., (2009), when transformational leaders use their skills effectively, the following characteristics of these leaders will be demonstrated: innovation, teamwork, appreciation for others, teaching (learning), and responsibility.

According to the theory of transformational leadership, teachers could experience a sense of belonging and be inspired to repeat this thoughtful act in order to improve their performance. As a result, teachers will be more committed to their work. Teachers that receive transformational leadership are more likely to be engaged, inspired, and inclined to put forth more effort in order to achieve and perform well (Korejan & Shahbazi, 2016). The research conducted by Arif and Akram (2018) recognizes this leadership approach as a harmonious interaction between practice and behavior. It is designed to function as a guiding framework for leaders, facilitating the achievement of exceptional performance and, consequently, impacting teachers' overall performance.

Teacher Engagement

Kahn (1990) was the first to introduce the term "engagement" in an academic context, suggesting that it involves the simultaneous expression of one's authentic self and the

establishment of interpersonal connections. From Kahn (1990), engaged persons "employ and express themselves physically, cognitively, and emotionally during role performances." Furthermore, Shuck and Wollard (2010), affirmed that engagement pertains to an employee's cognitive, emotional, and behavioral state in relation to the desired organizational outcomes. Due to potential unexpected shifts in the educational environment, teacher engagement is currently stressed in schools (Park et al., 2017).

Schaufeli and Bakker (2010) concluded that teacher engagement encompasses the relationship between teachers and students, along with their interaction within the school environment. According to Borup, Graham, and Drysdale (2014), the notion of teacher involvement is useful for understanding the instructional strategies and duties of teachers. Teachers can also affect students' achievement in social and academic contexts. School management need to think about ways to get teachers involved in professional development because it is essential to their jobs (Meister, 2010). It is critical to develop learning environments in schools that support teachers' participation in creative endeavours (Song, Bae, Park, & Kim, 2013).

Van der Heijden et al. (2015) claim that raising teacher engagement increases their efficacy, which raises the performance of students. This elevates the profession and attracts more highly trained teachers. Having a knowledge of what to anticipate and how to interact with colleagues and superiors are two further traits of engaged teachers (Bird et al., 2009). Teacher-teacher connection is a crucial part of engagement (Borup et al., 2014). This engagement gives teachers additional chances to benefit from professional development opportunities and enhance the quality of their lessons overall as well as their teaching methods.

According to Christian et al. (2011), the mental condition of an engaged teacher is characterized by motivating by allocation of personal resources to carry out the duties necessary for a specific employment. Hence, a committed teacher dedicates time to understand the needs and concerns of their students, being readily available to assist them in fulfilling assigned tasks (Kahn, 1990 as cited by Gilson & Hater, 2004). According to Rich, Lepine, and Crawford (2010), schools with engaged teachers have a competitive advantage.

As a result, school heads anticipate that all teachers will devote themselves entirely to providing teaching and student services. According to research by Jennings and Greenberg (2009), teachers who invest time and effort into developing caring relationships with their students are likely to be happier and experience less burnout and emotional stress. Moreover, teacher engagement enables teachers develop social ties with their colleagues at work but the core of teaching is centered on social ties with students (Cinches et al., 2017).

In addition, from Macey et al. (2011), extremely engaged people are totally engrossed in and highly focused on the task at hand. That is, meeting the physical, psychological, emotional, and spiritual requirements of staff members provides them with the energy they require to perform at a higher level as well as a sense of safety, trust, and wellbeing. Such strength guarantees continued exceptional performance of the workforce by encouraging higher levels of involvement (Meyers et al., 2019)

Psychological Conditions of Engagement

Kahn (1990) introduced three psychological variables as antecedents of engagement, elucidating why individuals become deeply involved in their work.

Firstly, meaningfulness, is characterized by Kahn (1990) as the belief that one's work is significant, accompanied by pride in career achievements. For instance, when educators perceive that they can positively influence the lives of their students, schools, and communities, they may experience a sense of purpose in their work (Shuck, 2010).

Furthermore, Kahn (1990) elucidated safety as the ability to embrace one's chosen identity without the apprehension of "negative consequences to self-image, status, or career." As expressed by Harter et al. (2002), teachers need confidence in their work environment to authentically engage in teaching. Additionally, they should comprehend the expectations associated with their roles as teachers.

Finally, Kahn (1990) defined availability as having the physical, mental, and emotional resources needed to complete the task. For example, teachers may count on being able to obtain the resources and equipment they require to do their task as teachers. These resources and tools encompass both tangible elements like equipment, adequate funding, and labor (Harter et al., 2002), as well as intangible ones, including opportunities for skill development, a degree of alignment with their work, and commitment to their professional and academic pursuits (Brad Shuck et al., 2011).

Teacher Motivation

Quality teaching has grown to be an essential component of numerous educational institutions all throughout the world. Salifu and Agbenyega (2013) emphasize that more focus should be placed on teacher motivation since it is associated with improved learning outcomes and high-quality instruction. According to Armstrong (2009), low levels of motivation among teachers lead to a scarcity of teachers in schools and reduce student achievement.

Therefore, teacher motivation is essential because it directly influences student performance, showing a correlation with the quality of instruction students receive (Shikalepo, 2020). Even the most capable individuals struggle to attain long-term objectives without enough motivation, and even the best instruction and courses cannot ensure success (Dörnyei and Kubanyiova, 2014). As per Dörnyei and Kubanyiova (2014), "a complex and multi-faceted construct in which four key aspects must be mentioned; a prominent intrinsic component, a strong interrelationship with contextual factors, a featured temporal dimension highlighting its role as career motivation, and lastly, a particularly fragile nature of teacher motivation".

Moreover, Velez (2007) described teacher motivation as encouraging instructors to give their all in the classroom. In a similar vein, teacher motivation is defined as the freedom to experiment and finally assume the proper degrees of responsibility (Shikalepo, 2020). This flexibility is what drives the teaching staff's actions, making them more arousing and persistent. Salifu & Agbenyega (2013) provide evidence in favor of this point of view by highlighting the fact that motivation among teachers is linked to both tangible and intangible aspects of their work environments, prompting educators to demonstrate positive attitudes that contribute to elevated levels of professional practice quality. According to De Jesus & Lens (2005), educational managers and leaders must prioritize teacher motivation because it has a significant impact on student motivation.

Maintaining motivation will enable teachers to execute at the best level possible when carrying out their obligations Van den Broeck, et al. (2010). An individual's reasoning is determined by how they react to their work environment. Whether it happens partially or simultaneously, teacher performance is positively and significantly impacted by motivation to work.

Furthermore, motivational drive pushes someone to strive toward an objective in order to fulfill desires or fulfill expectations (Kim & Garman, 2004). These internal conflicts encompass the needs, wants, impulses, urges, goals, and wishes that shape individuals and guide, regulate, or justify their behavior. The study found that workers' attitudes and behaviors in the workplace are impacted by their personal lives. This was evident when investigating the effects of financial stress on various work-related outcomes such as absenteeism, job satisfaction, and time dedicated to work.

The findings revealed that employees experiencing substantial financial stress demonstrated lower productivity at the workplace. The predictable result will be low productivity. They proposed having employees teach financial education workshops in an effort to reduce financial stress among staff members. They concur with the establishment managers that it is simply smart business to provide comfortable working circumstances for staff. Consequently, "a fair day's pay and social interactions."

Types of Motivation

Per Sansone and Harackiewicz's (2000) book, "Intrinsic and Extrinsic Motivation: The Search for Optimal Motivation and Performance," motivation is divided into two categories: intrinsic and extrinsic.

Intrinsic Motivation

In the case of Gagne and Deci (2005) and Mahadi and Jafari (2012), a worker's inherent desire and enthusiasm in accomplishing an obligation are known as intrinsic motivation. According to Herzberg (as referenced by Orsini et al., 2015), inherent benefits are those that originated from the job itself and included facets like achievement, autonomy, responsibility, and

professional advancement. This is frequently linked to feelings tremendous passion and zeal for one's job. It is believed that teachers who are genuinely motivated will highlight the advantages of engaging in activities that are directly relevant to teaching, stressing the inner fulfillment that comes from their work (Dartey-Baah & Amoako, 2011).

In addition, employee motivation is derived more from their internal feelings than from promises made by supervisors (Deci & Ryan, 2012). To create the conditions for motivation, leaders can create an atmosphere that supports the elements of assurance, trust, and fulfillment. Deci & Ryan, (2012) asserts that in order to motivate people, three of Herzberg's motivators are necessary. They are responsibility, interesting work, and recognition. He asserts that people crave praise more than material gain. They require confirmation that their efforts are recognized, valued, and applauded. An honest "well done," especially given in front of their colleagues, can sometimes be all that is necessary to quench this overwhelming need. The satisfaction gained from carrying out one's own activity is what drives intrinsic motivation. The actions are expressive; they serve as both a means and an end. Realizing, for instance, that you are qualified for a difficult work indicates that the action is satisfying in and of itself. When a person is acting in an intrinsically motivated way, their drive to perform stems from personal needs, and the happiness they experience leads to spontaneity. According to Wu (2012), teachers are motivated intrinsically when teaching builds their self-esteem, contributes to their personal development, which makes them feel accomplished in teaching.

Extrinsic Motivation

According to Mahadi and Jafari (2012), extrinsic motivation refers to the outside forces that encourage a worker to finish a task. This includes external elements like the job itself,

frequently tangible rewards offered by the organization like wages, bonuses, and career progression chances, as well as pay and other financial incentives (Priya & Eshwar, 2014).

Teachers who are more driven by external factors are more likely to look for additional benefits such time off, pay, and other extras related to their line of work (Dartey-Baah & Amoako, 2011). The anticipation of external punishment for one's actions is what drives extrinsic motivation. It is intended to produce a benefit, spare oneself from penalty, or have any unanticipated side effects. Put differently, the action becomes a means to an end and fulfills a purpose. For example, through getting a bonus, their coworkers' approval, or the supervisor's recognition.

Alternatively, it can be employed to avert undesirable consequences (such as being passed over for a rise in salary, rejected by others, or having his boss lose confidence in him). Extrinsic motivation is dependent on someone other than the person performing. That person can interpret a behavior, or you can assess it in light of their norms.

Additionally, it has the choice to offer incentives or penalties or not. As this implies, there is no guarantee that the conduct they are engaging in will immediately result in the goal. When a behavior is observed, incentives and penalties that are contingent upon the behavior itself lead to the development of extrinsically motivated conduct. From the perspective of Wu (2012), school recognition, respect by community, and reward scheme motivate teachers.

Factors Influencing Teacher s' Motivation

In the case of Dartey-Baah & Amoako, (2011), the improvement of teaching and learning excellence is greatly aided by teachers' motivation. Teachers' performance at work is determined by a variety of motivational factors, some of which might keep teachers working for a long time. Examples include a reward system, a fair promotion system, and effective leadership practices. Offering opportunities for training to build skills is a focus of training and development. A positive work atmosphere and sound educational practices are sometimes referred to as situational work factors, which can inspire teachers and enhance their performance on the job.

As ascertain by Purwanto, A. (2020), factors such as mental attitude (work motivation, discipline, and ethics), education, skills, leadership management, income level, employment and health benefits, social security, work environment, facilities and infrastructure, technology, and opportunity for achievement all have an impact on teachers' performance. On the part of Brandt & Uusi-Kakkuri (2016), there are three types of variables that affect teacher performance: individual, organizational, and psychological. Individual variables include demographics (age, ethnic background, and gender), background (family, social status, and experience), and physical capabilities (physical abilities and skills in understanding the curriculum). Resources, leadership, imbalance, structure, and job design are examples of organizational variables. These factors will influence and shape the workplace environment. As avowed by Olsson et al. (2019), perceptions, attitudes, personality, learning, motivation, job satisfaction, and the work environment are all considered psychological variables.

Strategies for Increasing Teacher Motivation

The quality of the workplace, educational opportunities, professional progress, competitiveness, recognition and reward, involvement in school administration, transfer of power and responsibility, and career advancement are just a few of the many elements that drive teachers. Thoonen et al. (2011) discovered that the extent of cooperation, the working environment, and the welfare status of teachers all motivate them to improve their instructional strategies. Teachers can collaborate to address issues at the school while getting feedback and insights. In order to demonstrate modern teaching techniques and the depth of any given class, teachers frequently encourage their students to attempt new things and use new resources in the classroom. Interaction in the classroom helps teachers, fosters professional cultures, and raises teachers' tolerance for uncertainty. Teachers who participate in professional learning activities are motivated by transformative school leadership, which also affects their motivation. Teachers are hesitant to contribute to the process of developing the school's vision. In case they are dissatisfied with their work as classroom teachers, teachers are less inclined to engage in extracurricular activities.

From Kingful & Nusenu (2015), they stated that provision of incentive is a way of increasing motivation. As the value of the incentive grows, motivation rises. The prospect of winning money can serve as motivation in the context of climbing contests. In reality, most people are driven by the sense of accomplishment they get from pushing themselves to the edge and succeeding in an endeavor. The closer you are to the event or your objective, the more powerful the incentive motivation becomes. Establish both short-term and long-term objectives to pursue regularly, aiming for consistent progress and achievement. It is more challenging to stay motivated when there is an excessive gap between your activities and their results. This explains why a thorough "tick-list" of tasks to do is such a powerful incentive.

Also, Kingful & Nusenu (2015) alluded that, job enrichment gives individuals a chance to learn and mature psychologically while working. Enriching the workplace aims to motivate employees through their work. Research shows that employment with more enrichment features produces greater levels of job satisfaction; nevertheless, studies also reveal that enhanced employment result in a slight increase in anxiety and tension and call for more training time. The breadth and depth of a work are increased by job enrichment, which is quantified by the range of jobs and the level of autonomy, responsibility, decision-making, and control.

In addition, Pierce (2009), suggested that, flexible time is meant to allow employees and their managers to create work schedules that take into account their personal and family demands while also ensuring that the organization's work is completed. The workforce that employers deal with today is more diverse; it includes people who are still nursing, single parents with small children, workers with a range of responsibilities, and people who are enrolled in school or seeking degrees for professional and personal growth. Numerous members of these employees find the idea of flexible working hours to be motivating. Flexible scheduling, according to research, may motivate employees by increasing job fulfillment and decreasing absenteeism. A healthy and successful method of motivation is being able to meet the demands of employees.

Ghana Education Service

The Ghana Education Service (GES) was established in 1974 and was later formalized by NRCD 247, NRCD 252, 357, and SMCD 63. It is overseen by a fifteen-member council and several departments at its headquarters, and its mission is to establish an environment that facilitates successful teaching and learning as well as efficient management in educational

institutions. The service is also in charge of carrying out government pre-tertiary education policies, guaranteeing that all Ghanaian children of school age receive excellent formal education and training.

To motivate teachers, the Ghana Education Service enacted modifications in conformity with the Civil Service Law of 1993, PNDC Law 327. The Single Spine Salary Structure (SSSS) took the place of the Ghana Universal Salary Structure (GUSS) in 2010. The government, the Ministry of Education, and teacher unions agreed on a 15 percent pay raise as a retention premium as part of this shift. Furthermore, the Ghana Education Service launched an annual award program in 1995 to honor teachers for their exceptional accomplishments. An automobile and a residence with two bedrooms in the winners' choice neighborhood are included in their prize package.

Teacher performance

To obtain high-quality education, teachers must perform well (Sirait et al., 2021). A teacher's performance is the culmination of the tasks they accomplish in a school, in accordance with their duties and responsibilities aimed at fulfilling educational objectives (Boampong et al., 2016). Sirait et al., (2021) argue that teacher's success must adhere to a set of standards; if the teacher has attained these standards, it is safe to say that they are successful and of high caliber. Improving teachers' performance involves assigning tasks based on their knowledge, experience, tenacity, and available free time Forner et al., (2021). Consequently, performance is characterized as the work outcomes accomplished by an individual or group within an organization to fulfill objectives. Each person engages in performance when it comes to reaching the predetermined objectives. The output or result of a procedure is the performance. According to specified norms and criteria, performance refers to an organization's, a division

of an organization's, and its employees' operational effectiveness (Smith also supported it; referenced in Toban, C., & Sjahrudin, H., 2016).

Moreover, performance in an organization is essentially human behavior aimed at fulfilling specified standards to achieve action and results. As ascertain by Darmadi (2018), teacher performance describes a teacher's capacity to carry out their assigned tasks and obligations. So, Mangkunegara and Puspitasari (2015) stated that teacher performance is deemed successful, if they successfully reach the predetermined objectives.

Mahaputra and Saputra (2021) alluded that a teacher's success is determined by their ability to fulfill assigned tasks and meet established work standards within a specified timeframe, ultimately contributing to educational goals. The effectiveness of a teacher can be determined by evaluating the performance of their students. The principal's leadership plays a crucial role in fostering teacher performance by supporting teaching activities, recognizing high-performing educators, and facilitating the achievement of educators' objectives to produce excellent and competitive students. As ascertained by Taylor and Tyler (2012), an essential element of a school's success is the performance of its teachers. Teachers must be able to change their behaviours by learning a variety of new skills, particularly being creative and innovative.

Factors that determine teacher performance

In terms of the environment, a positive work environment is highlighted as a significant contributor to enhanced performance, emphasizing the impact of a conducive atmosphere on overall productivity, even for highly efficient workers (Shikalepo, 2020). Management behavior, on the other hand, provides a snapshot of how people interact with one another within

an organization, which has an impact on performance levels. The responsibilities given to each employee are defined in relation to the job description. On the part of Hasibuan (2013), a teacher's mental attitude (including job motivation, discipline, and ethics), abilities, salary level, social security, and infrastructure are all important considerations when evaluating their performance as a teacher.

From the perspective of Rivai et al (2019), suggested that specifications or competency requirements that each teacher must meet can be used to evaluate and compare teacher performance. Teacher performance standards are determined by how well they execute their duties, which include working with students individually, planning and preparing lessons, employing learning media, engaging students in various learning experiences, and demonstrating active leadership.

2.2 Theoretical Review

Transformational Leadership theory

The fundamental theory of transformational leadership was introduced by Burns, (1978) as part of his descriptive study on political leaders. Burns' research is still used in organizational psychology. As stated by Burns, (1978), "leaders and followers helping each other to advance to a higher level of morale and motivation" is the essence of transformative leadership. Through the creation of novel concepts and perspectives, transformational leaders endeavor to demonstrate to their organizations an alternative route toward growth and progress.

Additionally, transformational leaders encourage managers, employees, and members to make drastic changes, which inspires and mobilizes the organization. In the end, they strive for greater levels of idealized performance by transforming the organizational underpinnings to

guarantee the required preparedness and skills to pursue new directions (Rafia & Achmad, 2020). Transformational leaders exhibit symbolic and important leadership attributes, such as expressing a compelling vision, advocating ideological convictions, and highlighting the importance of the work at hand, according to observations made by a number of scholars (Ardi, et al., 2020). This emphasizes how values, ethics, norms, perspectives, and long-term goals of people or organizations are fundamental to the idea of transformational leadership (Bass, 1985).

According to Burns, (1978), transformational leaders encourage their followers to perform remarkable feats. He argues that these leaders have the capacity to steer modern enterprises in new and important directions because they are change agents. Stated differently, transformational leaders have total authority over changes within organizations. This style of leadership has the power to clearly and concisely describe the future, enhance employee understanding of the organization's mission, and foster a culture of acceptance and dedication among staff members. The dynamics and complexity of transformational leadership are what make it so effective at influencing the goals, values, and objectives of followers. Changes in the behavior of followers influence the actions of leaders. Moreover, he proposed that transformational leadership might raise followers from a lower to a higher degree of need, in accordance with Maslow's (1954) hierarchy of needs.

In 1985, Bass introduced a leadership model that called for both transactional and transformational leaderships, depending on the organizational stability or transformation that was needed. In response to the findings by Burns, (1978), Avolio, et al., (1999), expanded this concept, elucidating the distinctions between transactional and transformational leadership. The authors operationalized the concept by creating a questionnaire known as the "Multifactor

Leadership Questionnaire (MLQ)." Based to this model, transformational leadership consists of intellectual stimulation, motivating drive, idealistic influence, and individualized concerns. According to Avolio, et al., (1999), the traits and actions of followers are influenced by transformational leadership. The process involves leaders identifying followers' expectations and requirements, addressing these demands through concerted efforts to achieve predetermined goals. In order to implement transformational leadership, a leader must first ascertain the needs and expectations of their followers. Only then can they take appropriate action by working together to achieve pre-established objectives.

Equity theory

This theory of motivation was created and put to the test by Adams (1963) while she was employed for the Electric Co. in Crotonville, New York, as a research psychologist. When using the equity theory of motivation, employees essentially weigh their accomplishments and costs against those of other employees who carry out comparable jobs. This theory of motivation is predicated on the notion that individuals who contribute to an organization in return for benefits do so because they want to be treated fairly at work. The upkeep of staff's views of equity at work is a crucial management responsibility.

Professionals believe they are treated fairly when they believe that their contribution to reward proportion is the same as that of other staff members in their line of work. When these proportions aren't equal, inequality results (Gibson et al., 2007). The percentage of a person's own inputs to results may differ from others in both directions. In essence, this idea contends that people are motivated to keep their relationships with one another fair or "equitable" and to alter any that are unjust or "inequitable" (Kini & Hobson, 2002).

According to the theory, employees are motivated to strive more effectively when they perceive that the organization compensates their efforts fairly and justly compared to others in similar positions. Conversely, if employees feel that their contributions are not acknowledged or compensated fairly in comparison to their peers, motivation tends to decline, leading to reduced effort at work. In this context, managers play a crucial role in ensuring that employees do not feel underpaid, that their efforts are acknowledged and appropriately rewarded, and that outcomes, especially in terms of compensation and benefits, are distributed equally and justly among all stakeholders. By doing so, conflicts and unfavorable attitudes will be prevented from developing, which could help to maintain a joyful and productive work environment.

Empirical Review

H1: *Transformational leadership has a direct correlation with teacher performance.*

Transformational leadership and teacher performance.

As per the research conducted by Alsayyed, et al., (2020), transformational leadership emerges as a significant catalyst for teachers to excel at work, characterized by self-actualization, a strong sense of care, and effective task accomplishment. In order for schools' management to implement transformational leadership effectively, it must meet certain requirements (Gyimah, 2020). If it does, teacher performance will be affected.

Also, Yanti, Suhaimi, & Noorhapizah, (2021), stated that high standards for teachers set by transformational leaders' aid in students' skill development, give them the capacity to carry out duties effectively and successfully, and boost performance. It is apparent in how the educational learning process is evolving. On the part of Andriani et al., (2018), the performance of teachers and transformational leadership are positively and significantly correlated. This association is explained by the fact that teachers are encouraged to create a vision, mission, and

goals, which leads to the expression of their best work. According to Awaru's (2015) study, teachers' performance is positively and significantly impacted by transformational leadership. Embracing a transformational leadership approach includes delegating tasks, involving employees in decision-making, expressing empathy and concern, and fostering a joyful and family-friendly work environment. It results to the ease of the work environment, respect for one another, and trust between the leader and the teachers. The safe and comfortable working environment prevents the teachers from feeling overburdened by their tasks. Therefore, transformational leadership has an impact on how well teachers accomplish their duties and tasks, on the confident, competent, and supporting learning environment, and on communication between their management team and teachers (Andriani et al., 2018).

According to Jyoti & Bhau, (2015), when teachers are given high-quality care, they are persuaded to work harder to meet organizational objectives. Furthermore, according to Jyoti & Bhau, (2015), leaders can inspire teachers and benefit the organization by acting in an upbeat manner, which is the foundation of transformational leadership.

H2: Transformational leadership has a positive effect on motivation.

Transformational leadership and teacher motivation

In a study led by Abdullah et al. (2018), it was found that when a leader adopts the transformational leadership style, they often engage in motivating, persuading, or addressing the needs of their followers, empowering them to feel more confident and capable of surpassing expectations. Normianti et al. (2019) confirm that, leaders that give teachers creative flexibility within the organization strengthen their commitment to the school. This is consistent with the impact of transformational leadership on teacher motivation. This approach also fosters trust in leadership, facilitating the achievement of organizational objectives through effective

communication of vision and mission. Such leadership enables leaders to instill determination in their followers, encouraging continual contributions to the organization's development and elevating aspirations for the school's future.

According to Bamford-Wade & Moss, (2010), a transformational leader has the capacity to inspire followers through three distinct avenues: enhancing their appreciation of the job's outcomes, encouraging them to prioritize the team or organization's demands over their own, and stimulating their higher-order needs. This aligns with Delegach et al., (2017), assertion that employing transformational leadership fosters trust, gratitude for loyalty, respect, and motivation among followers, prompting them to exceed the leader's assigned tasks.

H3: Motivation has a positive effect on teacher performance.

Teacher motivation on teacher performance

The foundation of any educational system is its teachers. Their performance has a significant impact on whether educational objectives are met or not. Teachers have the power to shape a country's future by their choices and deeds, affecting the lives of future generations (Balogun, 2016). In a study conducted by Tasya and Gilang (2020), they identified that, teachers are motivated when their needs are met which gives rise to their satisfaction and significantly impacts teacher performance.

In line with this, Sala (2020), who conceived the economic underpinnings of human motivation emphasized that people are driven to only take actions that will bring them the highest rewards and work exclusively for financial gain. Furthermore, Afayori, (2020), discovered that teacher's positive motivation might greatly increase their efficacy and efficiency in accomplishing organizational goals. Professional goals and values of teachers should be in line

with the organization's overall mission and vision in order for organizations to achieve high performance Aydin et al., (2013). In order for teachers to effectively convey knowledge and skills to pupils, motivation must be created and maintained.

Additionally, motivation is essential for motivating teachers to help students acquire academic knowledge and skills (Forner et al., 2021). Regretfully, a lot of teachers experience a lack of inspiration because their motivational needs are not met (Rodrigo & Palacios, 2021). This is because the education administration system has not been implemented effectively, especially when it comes to placing a high priority on staff members' quality, which includes teachers. As a result, teachers often fall short of the standards required to continue with programs designed to raise student achievement and overall quality of education (Kudasheva et al., 2015).

H4: Motivation partially mediates transformational leadership and teacher performance.

According to Hanifah et al. (2014), there is a substantial correlation between teachers' increased motivation and performance across the board and transformational leadership styles. Elqadri et al. (2015) asserted that there is a very substantial association between a transformational leader's style and teacher motivation. Results from this study were very promising, indicating that teacher's performance is directly impacted by their motivation and transformational leadership style (Almer et al., 2017).

Motivation and transformational leadership style have a major impact on teachers' performance (Forner et al., 2021). This is in line with research by Arthur & Hardy, (2014), which discovered that performance and transformational leadership interacted in a way that was influenced by motivation. With a score of 0,161 and 5,88, the study discovered that teacher motivation functioned as a mediator between the effects of transformational leadership and effective

performance. This implies that high levels of motivation are a result of transformational leadership that works. Based on this, it may be deduced that transformational leadership increases teacher motivation, which would explain any relationship between it and performance.

Studies by Priyanto, (2016), who contends that transformational leadership significantly and favorably affects performance through motivation, support the findings of this study. Tucunan, (2014), which asserts that motivation is the means by which transformational leadership significantly and favorably affects performance. Consequently, it is evident that motivated employees and effective leadership contribute to increased performance.

H5: Transformational leadership has a direct correlation with employee engagement.

Transformational leadership on teacher engagement

Park et al. (2016) state that, the combination of transformational leadership and teacher engagement has made this an important and worthwhile area of research for scholars. Nevertheless, in contrast to these anticipations, a substantial number of teachers worldwide are not engaged. One example is the 2013 study conducted by Merry (2013), which included information from over 7 million workers in 155 countries. According to the research, only 22% of workers worldwide were classified as highly involved, and 39% as not engaged. Researchers should closely examine workplace employee concerns in general as well as those pertaining to teacher engagement, given the high frequency of "not engaged" personnel. Due to the increasing worry regarding employee engagement, there has been a notable rise in school leaders' attention to teacher engagement, a trend that gained momentum following Kahn's initial study on engagement in 1990 (Harter, Schmidt, & Hayes, 2002; Rich et al., 2010). Therefore, the link between transformational leadership and teacher engagement was

strengthened when followers perceive increased harmony, reduced power distance, and enhanced informal social bonds (Park et al., 2016).

From Rich, Lepine, & Crawford (2010), schools with engaged teachers have a competitive advantage. As a result, school administrators anticipate that all teachers will devote themselves entirely to student services and teaching activities. From Park et al., (2016), transformational leaders have an impact on their followers' ability to participate cognitively, emotionally, behaviorally, and psychologically.

H6: Teacher engagement has a positive effect on teacher performance.

Teacher engagement on teacher performance

A happy, joyful, interested, and enthusiastic teachers frequently experience pleasant emotions. These pleasant feelings can increase the range of ideas and behaviors that come to mind, which can both expand teachers' transient thought-action repertoires and strengthen their personal resources (example: interpersonal connections, self-esteem), according to Fredrickson's broaden-and-build theory (Fredrickson & Branigan, 2005). High levels of engagement at work are associated with highly stimulating or aroused emotions (Schreurs, et al., 2014).

From Russell (2003), researchers have conceived pleasure and activation, two orthogonal axes, as a result of affect and emotions. The orthogonal activation axis suggests a sense of energy mobilization, while the pleasure axis represents one's subjective experience level of well-being. These two axes can be used to describe positive affect (PA) and negative affect (NA). Watson (2000) claims that feelings like fury, dread, uncertainty, and subjective tension are characteristics of NA. Emotions such as enthusiasm, vitality, and delight are indicative of PA.

Teachers that are engaged have high PA and, to a lesser extent, low NA. High-arousal, positively charged emotions could spur involved teachers to action (Dankwa, 2013).

H7: Employee engagement partially mediates transformational leadership and teacher performance.

Al-Amin (2017) uncovered that leaders who actively contribute to followers' improvement can expect to have highly engaged followers, leading to enhanced positive performance. Data analysis by Rafia et al. (2020) revealed a statistically significant influence of transformational leadership on employee performance through employee engagement, with a t-statistic value (3.370) that was higher than the t-table value (1.96). This indicates that, through employee engagement, transformational leadership significantly influences staff performance. The findings suggest that the extent to which employee performance improves depends on the effective deployment and support of the transformational leadership style by staff engagement.

On the part of Lai et al. (2020), transformational leaders increase teachers' engagement by outlining a worthwhile objective, supplying a secure and encouraging environment, and offering easily accessible tools. As a result, these engaged teachers are more eager to use their mental, physical, and emotional resources in carrying out their duties.

2.3 Conceptual Framework

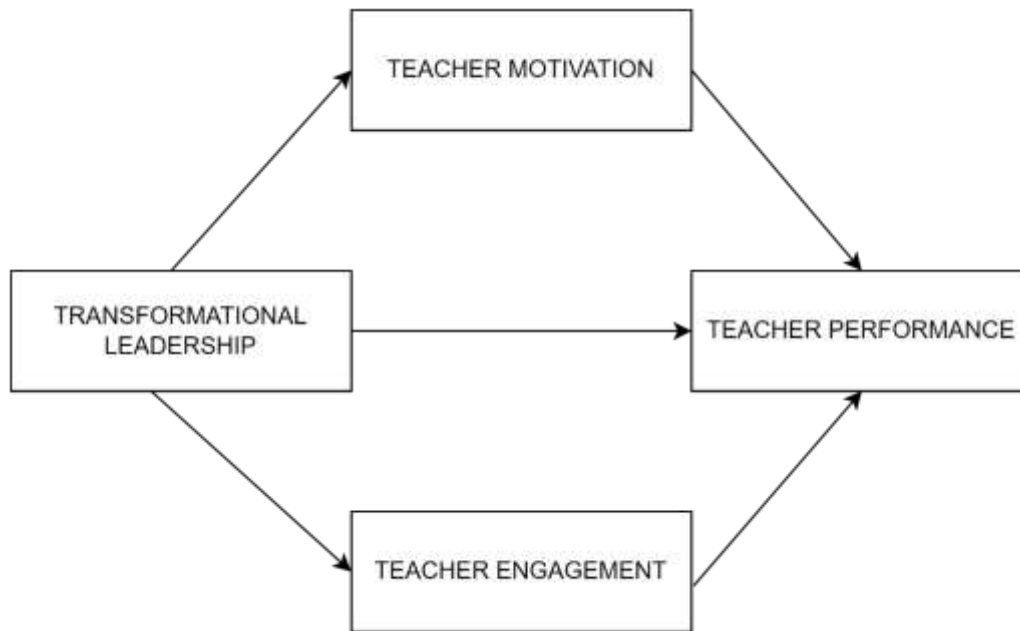


Figure 2.1

2.4 Chapter Summary

An extensive overview of the literature studied that was presumptive for the investigation has been given in this chapter. It considered how cross-sectional research approach has been used to pick data from 10 senior high schools, and the strategies that have been put in place to produce reliable and valid data. In addition, how the data were analyzed and the models that were used for such analysis have been provided in the chapter.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter underscores the research design and approach, study population, sample and sampling technique, data collection method, validity and reliability considerations, data analysis approach, model specification, ethical consideration and the chapter summary.

3.1 Research Design and Approach

Research design is the approach used to gather, assess, and analyze data in order to answer research questions (Queirós et al., 2017). An objective, method, and rigorous research investigation is what makes it well-designed. Furthermore, according to Cohen et al. (2007), It guarantees that the collected data is both adequate and relevant for addressing the research questions. Quantitative research employs numerical data collection and analysis as its methodology, as outlined by Hanson et al., (2005).

Queirós et al. (2017) outline the use of this research technique to test hypotheses, quantify the link between variables, and make predictions. Several study topics in fields such as psychology, social science, and education have been examined using quantitative design (Fuyane, 2021). The study adopted cross-sectional research strategy by collecting large volumes of quantitative data through questionnaire. This design is suitable for gathering data from numerous individuals simultaneously (Saunders et al., 2019). Data is gathered from a subset of participants at a particular point in time in a cross-sectional research design (Saunders et al., 2019).

Cross-sectional study designs are commonly used to define demographic attributes or explore the relationships between variables at a specific point in time, according to (Saunders et al., 2019). It is also inexpensive and simple to execute. However, it is important to emphasize that cross-sectional studies do not allow for the inference of causality (Hanson et al., 2005). This is because cross-sectional studies only gather information at a single moment in time (Queirós et al., 2017). Therefore, other factors, such as unmeasured variables, may have an impact on the relationships between the variables of interest. (Queirós et al., 2017). This research design, which is appropriate for the goals of the study, determines the interrelationships between the study variables: transformational leadership, teacher motivation, teacher engagement, and teacher performance.

3.2 Population of the study

Saunders et al. (2019) define the population as the complete set of subjects or individuals that the researcher is interested in examining in the context of research. There are numerous ways to describe the study's population, including occupation, geography, and demography. Stated differently, the study population is the collection of people who satisfy the predetermined requirements for research participation. Within the Kumasi Metropolitan Education Directorates in the Ashanti Region of Ghana, all public senior high school teaching staff are considered the population of the study's context. Kumasi Metropolis was chosen due to peculiar characteristics which make it appropriate for the study. It is one of the districts that contains many public senior high schools in Ghana. Moreover, teachers teaching comes from diverse cultural background.

3.3 Target Population

The study's target population comprised 1958 teachers from senior high schools within the Kumasi Metropolis, including 1378 male teachers and 580 female teachers (Kumasi Metropolitan Education Directorate, 2023).

3.4 Sample and Sampling Technique

A sampling strategy is the process of choosing a subset of the population to represent the complete population in research, as explained by (Queirós et al., 2017). On the other hand, a study sample represents a portion of the studied population. Sample techniques can be classified into two categories: probability sampling, in which each member of the population has an equal chance of being selected for the study, and non-probability sampling, in which no member of the population has an equal chance of being selected (Alvi, 2016).

The multistage sampling technique was applied in this study. Multistage sampling technique is done in stages, whereby each stage defines and chooses smaller units from among those chosen in the stage before (Alvi, 2016). This approach is frequently employed to gather data from a widely dispersed and large group of individuals in national surveys. In the first stage of this investigation, stratified sampling was used, and in the second stage, simple random sampling.

The researcher initially divided the fourteen schools into three strata: mixed schools, boys' schools, and girls' schools. Then, one, three, and six schools were chosen from each stratum, in that order. In the second phase, participants were picked from the schools that had been chosen in the previous phase using a straightforward random sampling procedure. The researcher selected this approach in order to provide every teacher in the population an equal

chance of being selected for the study. This ensures that the sample picked is representative of the population and was chosen impartially.

Table 3.1 presents an overview of the 10 schools visited by the researcher.

Table 3.1: Overview of schools sampled and their population

Name of schools	Number of teachers	Respondents	Non-Respondents
Adventist Senior High	134	88	46
Asanteman Senior High	146	111	35
Islamic Senior High	190	97	93
J.A Kufuor Senior High	31	24	07
Kumasi Anglican Senior High	184	120	64
Kumasi Armed Forces Senior High	154	79	75
Serwaa Nyarko Senior High	99	76	23
Kumasi Girl's Senior High	129	86	43
Opoku Ware School	175	90	85
Kumasi Wesley Girls Senior High	138	84	54
Total	1380	855	525

Source: Kumasi Metropolitan Educational Directorate, (2023)

3.5 Data Collection Technique

In quantitative studies, a research instrument can be any of the following: surveys, questionnaires, tests, or experiments. Its purpose is to gather primary data (Saunders et al., 2019). A structured questionnaire was used in this study to collect data. The measurement items were formulated through analytical reflections on the reviewed literature, offering crucial insights and guidance for the posed questions. Through this approach, the study establishes a

niche, contributing insights that can be validated within the broader literature on transformational leadership, teacher motivation, teacher engagement, and teacher performance.

From the 14 public senior high schools, the researcher visited 10 located in the Kumasi Metropolis, Ashanti Region, and administered questionnaires to the teaching staff. With an intended sample size of 1380, 855 questionnaires were filled during the data collection period. This resulted in a response rate of 62% (calculated as $[(855/1380) * 100]$). Data collection was done through face-to-face questionnaire administration, supplemented with online Google form which was distributed to designated respondents. For the in-person questionnaires, the researcher sought the consent of teachers who accepted to participate in the study. The questionnaire was then administered for them to fill. Also, some teachers agreed to respond through online google form. The Ghana Education Service provided the staff statistics and the number of schools data that were gathered for the study.

3.6 Validity and Reliability

Quality control procedures were implemented to guarantee validity and reliability. These procedures aligned with suggestions from Yilmaz (2013) which are, collecting data in a circumspect manner, involving frequent meetings with supervisor to ensure the development of an acceptable data collection instrument and using “dialogic” approach to collect data. Initially, the questionnaires were pre-tested on 60 teachers to determine its reliability. The study data were also analyzed in a systematic and logical manner, with the help of the SPSS software for data generation.

The reliability of the data gathered for the four variables transformational leadership, teacher motivation, teacher engagement, and teacher performance were assessed using the Cronbach-

alpha coefficient. Cronbach's alpha is a statistic that is used to evaluate the internal consistency and dependability of research instruments, according to Heale and Twycross (2015). According to Hanson et al., (2005), internal consistency dependability is the extent to which each item on a scale assesses the same construct. Cronbach's alpha is a commonly employed reliability metric in research, particularly useful in assessing the dependability of psychological dimension scales. Research purposes typically accept Cronbach's alpha values of 0.70 or higher (Heale & Twycross, 2015). The study acknowledged the context in which it was conducted instead of outright generalization by providing areas for future work. The limitations of the work have been provided to help ascertain the shortcomings of the work.

Table 3.2. Reliability

Variables	Cronbach's Alpha	Number of Items
Transformational leadership	.723	5
Teacher Motivation	.786	10
Teacher Engagement	.746	5
Teacher Performance	.796	5

Source: Researcher's field survey, (2023)

From the data above, Table 3.1, the focus was on the reliability analysis. Reliability was tested using Cronbach's alpha (CA). It displays that the CA score was between 0.723 and 0.796. These results showed good reliability among the measuring items inferred from the literature study, since they were over the minimum threshold of 0.7.

3.7 Data Analysis Technique

The researcher used the Statistical Package for Social Science (SPSS) software to perform a descriptive analysis on the data. Descriptive statistics were employed following data collection to offer a broad summary of the demographic traits and questionnaire items. The research variables' means, standard deviations, and frequencies were all included in the descriptive analysis. Correlation analysis was used to assess the direction and strength of the relationships between the variables. Calculating Pearson correlation coefficients and interpreting the results are required for this. The direction and strength of a linear regression between two quantitative variables can be measured using Pearson's correlation analysis, a popular kind of correlation analysis (Saunders et al., 2019).

The study employed regression analysis to examine its hypotheses. A statistical technique for simulating the relationship between one or more independent variables and a dependent variable is regression analysis (Hanson et al., 2005). Transformational leadership was the independent variable, teacher motivation and teacher engagement were the mediating variables, and the dependent variable (teacher performance) was modelled using regression analysis.

3.7.1 Model Specification

First, the descriptive statistics were used to generate simple frequency tables focusing on demographic variables (gender, age, number of years taught). Second, regression analysis was used to ascertain the trend in the independent, mediator, and dependent variables. The independent variable was transformational leadership, mediators were teacher motivation and teacher engagement, and the dependent variable was teacher performance.

3.8 Ethical Considerations

The researcher upheld quality and integrity by accurately documenting field findings and adhering to scientific and standardized writing conventions for academic research. To secure informed consent, the researcher verbally sought approval from participants before their involvement in the study. Respecting confidentiality and anonymity, participants were engaged on their own terms and in convenient locations.

Emphasizing voluntary participation, the researcher ensured the absence of coercion, force, or bribery to enlist individuals in the study. Participants were assured the freedom to withdraw voluntarily if they changed their minds. The formal reporting of the research-maintained impartiality, independence from the researcher's personal opinions, relying on the opinions expressed by respondents in the final analysis.

3.9 Chapter Summary

This chapter has given readers a comprehensive understanding of the methodology used in the research. It considered how cross-sectional research approach has been used to pick data from 10 senior high schools, and the strategies that have been put in place to produce reliable and valid data. Furthermore, the chapter includes the models that were employed and the methods by which the data were analyzed.

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.0. Introduction

The purpose of the study is to determine the effect of transformational leadership on teacher performance mediated by motivation and employee engagement in public senior high schools in the Kumasi Metropolis, Kumasi, Ghana. The study's results and discussions are presented in this chapter. The analysis is done in relation to the study objectives to facilitate an easy understanding of the study's findings. The following subsections comprise the analysis. The sociodemographic traits, effects of transformational leadership, teacher motivation, teacher engagement, and teacher performance.

4.1 Demographic Characteristics of the Respondents

The demographic details of the respondents are ascertained in this part. In order to accomplish this, questionnaires were sent out to collect these answers. The demographic details of the respondents, including gender, age, and number of years taught were summarized using frequencies and percentage distribution tables. An overview of the results is provided in Table 4.1.

Table 4.1: Demographic Characteristics of Respondents

Demographics	Responses	Frequencies (N)	Percentages (%)
Gender	Male	624	73.0
	Female	231	27.0
	Total	855	100.0
Age	20-30 years	166	19.4
	31-40 years	362	42.3
	41-50 years	269	31.5
	Above 51 years	58	6.8
	Total	855	100.0
Number of years taught	1-10	522	61.1
	11-20	277	32.4
	Above 20 years.	56	6.5
	Total	855	100.0

n = 1380.

Source: Researcher's field survey, (2023)

Table 4.1 displays the results, which indicate that 73% of the respondents were male and 27% were female. The gender imbalance that results from female teachers' marginalization in the study region can be used to explain the prevalence of male instructors' dominance in the study.

Additionally, table 4.1 showed that the majority of respondents 42.3% were in the 31–40 age range, followed by 31.5% in the 41–50 age range. Respondents in the 20–30 age range and those over 51 years old were represented by 19.4% and 6.8%, respectively. One possible explanation for the respondents' predominance in the 31–40 age range is that employers value maturity when hiring new staff members. This is due to the fact that experienced workers typically do better in their occupations and settle in sooner than younger workers, who are more likely to want to try out new skills at every opportunity.

In conclusion, Table 4.1 demonstrated that the majority of respondents, or 61.1%, had been teachers for 1–10 years, followed by 32.4% of those who had taught for 11–20 years, and 6.5% of those who had taught for more than 51 years. The respondents with the highest number of years taught dominated the group, which may be explained by their superior job performance and high degree of knowledge and abilities.

4.2 Descriptive Analysis

4.2.1 Transformational Leadership

Table 4.2 shows the descriptive analysis of transformational leadership. Transformational leadership was measured using a Likert scale with 1 being strongly disagree to 5 being strongly agree as provided by the respondents. The mean scores greater than 3 were assigned to the ‘agree’ category, while mean scores less 3 were assigned to the ‘disagree’ category. This shows that the individual measurement items had a mean score greater than 3. This indicates that the respondents agreed with the statements.

Table 4.2 Transformational Leadership

	Minimum	Maximum	Mean	Std. Deviation
TL5	1	5	4.19	1.024
TL1	1	5	3.82	1.206
TL4	1	5	3.78	1.155
TL2	1	5	3.77	1.222
TL3	1	5	3.73	1.126

Source: Researcher’s field survey, (2023)

4.2.2 Teacher Motivation

Table 4.3 shows the descriptive analysis of teacher motivation. Teacher motivation was measured using a Likert scale with 1 being strongly disagree to 5 being strongly agree as provided by the respondents. The mean scores greater than 3 were assigned to the ‘agree’ category, while mean scores less 3 were assigned to the ‘disagree’ category. This shows that the individual measurement items had a mean score greater than 3. This indicates that the respondents agreed with the statements.

Table 4.3 Teacher Motivation

	Minimum	Maximum	Mean	Std. Deviation
TME2	1	5	4.17	1.162
TME1	1	5	4.17	1.154
TMI2	1	5	4.10	1.083
TMI3	1	5	4.07	1.105
TME3	1	5	4.04	1.145
TMI1	1	5	4.03	1.236
TMI4	1	5	3.74	1.212
TME4	1	5	3.60	1.312
TME5	1	5	3.42	1.413
TMI5	1	5	3.42	1.406

Source: Researcher’s field survey, (2023)

4.2.3 Teacher Engagement

Table 4.4 shows the descriptive analysis of teacher engagement. Teacher engagement was measured using a Likert scale with 1 being strongly disagree to 5 being strongly agree as provided by the respondents. The mean scores greater than 3 were assigned to the ‘agree’ category, while mean scores less 3 were assigned to the ‘disagree’ category. This shows that

the individual measurement items had a mean score greater than 3. This indicates that the respondents agreed with the statements.

Table 4.4 Teacher Engagement

	Minimum	Maximum	Mean	Std. Deviation
TE5	1	5	3.91	1.196
TE4	1	5	3.86	1.126
TE3	1	5	3.79	1.169
TE2	1	5	3.75	1.175
TE1	1	5	3.66	1.191

Source: Researcher’s Field Survey, (2023)

4.2.4 Teacher Performance

Table 4.5 shows the descriptive analysis of teacher performance. Teacher performance was measured using a Likert scale with 1 being strongly disagree to 5 being strongly agree as provided by the respondents. The mean scores greater than 3 were assigned to the ‘agree’ category, while mean scores less 3 were assigned to the ‘disagree’ category. This shows that the individual measurement items had a mean score greater than 3. This indicates that the respondents agreed with the statements.

Table 4.5 Teacher Performance

	Minimum	Maximum	Mean	Std. Deviation
TP4	1	5	4.34	.935
TP2	1	5	4.31	.949
TP1	1	5	4.25	1.096
TP3	1	5	4.08	1.074
TP5	1	5	4.00	1.180

Source: Researcher’s field survey, (2023)

4.3 Correlation

Correlations were conducted for all variables to examine their associations, categorizing them as weak, moderate, or strong. This analysis aimed to investigate the impact of transformational leadership on teacher performance. Additionally, correlation analyses were performed to evaluate the influence of transformational leadership on teacher performance, considering teacher motivation and teacher engagement as mediating variables separately. Finally, control variables were included in the correlation analysis to ascertain their relationships with the variables under investigation.

Table 4.6 Correlation

		Gender	Age	Number of Years Taught	TL	TM	TE	TP
Gender	Pearson Correlation	1						
Age	Pearson Correlation	.050	1					
Number of Years Taught	Pearson Correlation	-.011	.850**	1				
TL	Pearson Correlation	-.026	-.011	-.002	1			
TM	Pearson Correlation	.022	-.085*	-.097**	.463**	1		
TE	Pearson Correlation	.022	.085*	.064	.426**	.345**	1	
TP	Pearson Correlation	-.033	.063	.078*	.311**	.241**	.243*	1

** . Correlation is significant at the 0.01 level (2-tailed).
 * . Correlation is significant at the 0.05 level (2-tailed).

Source: Researcher’s field survey, (2023)

Here, in determining the weak, moderate or strong correlation depended on the Pearson correlation results. ± 0.3 can be considered as a weak correlation. Moreover, ± 0.3 to 0.7 can be considered as a moderate correlation whereas ± 0.7 to 1 can be strong or high correlation.

From the above table, the correlation between age and gender was positive and statistically insignificant with Pearson correlation value of $.050$. This indicates a weak correlation between the two variables. Moreover, the correlation between number of years taught and gender was negative and statistically insignificant with a Pearson correlation value of $-.011$. This shows a weak correlation with the two variables. Furthermore, with the relationship between number of years taught and age was positive and statistically significant at 1% with a Pearson correlation value of $.850^{**}$. However, their correlation was perfect or strong.

Also, the relationship between transformational leadership and gender was negative and statistically insignificant with a Pearson correlation of $-.026$. This indicates a weak correlation between the two variables. Although, the relationship between transformational leadership and age, was negative and statistically insignificant with a Pearson correlation of $-.085^*$. This shows a weak correlation. From the table above, transformational leadership and number of years worked were negative and statistically insignificant with Pearson correlation of $-.002$. The results indicate that, the correlation between transformational leadership and number of years' work was weak.

Nevertheless, from the above correlation table, the correlation between teacher motivation and gender was positive and statistically insignificant with a Pearson correlation of $.022$. This shows a weak correlation between the variables. In the case of the relationship between teacher

motivation and age, their correlation was $-.097^{**}$ negative and statistically significant at 5% with a Pearson correlation of and had a weak correlation. In addition, from the results, the correlation between teacher motivation and number of years worked had a Pearson correlation at $-.097^{**}$. This shows their results was negative and statistically significant at 1%. However, there was a weak correlation between the variables. With the correlation between teacher motivation and transformational leadership was positive and statistically significant at 1% resulting from the Pearson correlation at $.463^{**}$. This indicates that moderate correlation between the two variables.

In the case of the relationship between teacher engagement and gender, the results indicate the Pearson correlation of $.022$. This specify that their relationship was positive and statistically insignificant. This shows a weak correlation. With the relationship between teacher engagement and age had a weak correlation but was positive and statistically significant at 1% with a Pearson correlation $.085^*$. Still, from the results, there was a weak correlation between teacher engagement and number of teachers worked with a Pearson correlation of $.064$. This shows the results was positive and statistically insignificant. Moreover, from the results above, in relating to the relationship between teacher engagement and transformational leadership had a moderate correlation with a Pearson correlation of $.426^{**}$. This shows the results was positive and statistically significant at 1%. Furthermore, the relationship between teacher engagement and teacher motivation had a moderate correlation since their Pearson correlation indicate $.345^{**}$. This show the results was positive and statistically significant at 1%.

Similarly, the correlation between teacher performance and gender was considered where their Pearson correlation was $-.033$ indicating a weak correlation between the two variables. Also, showing their results as negative and statistically insignificant. Likewise, the relationship

between teacher performance and age depicted a weak correlation since their Pearson correlation was .063. Moreover, the results were positive and statistically insignificant. Furthermore, the correlation between teacher performance and number of years worked was measured where their Pearson correlation was .078* representing a weak correlation. This result was positive and statistically significant at 5%. In the case of the relationship between teacher performance and transformational leadership, the results indicate a moderate correlation between the two variables with a Pearson correlation of .311** This shows the results as positive and statistically significant at 1%. In addition, the relationship between teacher performance and teacher motivation depicted a weak correlation with a Pearson correlation of .241**. This shows the results was positive and statistically significant at 1%. However, the relationship between teacher performance and teacher engagement was considered showing a weak correlation with a Pearson correlation of .243**. This shows the results as positive and statistically significant at 1%.

4.4 Path Analysis

SPSS (v.23) was used to run Ordinary Least Squares regression to analyze the multiple paths hypothesized in the study. Table 4.5 below summarizes the findings of this study. The study took into account gender, age and number of years worked as its controlled variables. However, the conceptual framework was based on statistical analysis. As its consequence, statistical analysis was used to determine the different paths.

The effect of transformational leadership on teacher performance was indicated in the regression under model 1. Model 2 illustrate the positive effect of transformational leadership on teacher motivation. Moreover, model 3 depicted the positive effect of teacher motivation on teacher performance. Despite this, model 4 show how teacher motivation partially mediate

transformational leadership and teacher performance. Furthermore, model 5 illustrate the direct correlation between transformational leadership and teacher engagement. However, model 6 focus on the positive effect of teacher engagement on teacher performance. Notwithstanding, model 7 depicted how teacher engagement partially mediates transformational leadership and teacher performance.

Table 4.7 Regression

Variables	Model 1	Model 2	Model 3	Model 4	Model 5	Model 6	Model 7	VIF
(Constant)	2.924(18.141)	2.348(17.020)	3.029(17.101)	2.575(13.905)	1.814(11.197)	3.314(21.770)	2.699(15.748)	
Gender	-.042(-.735)	.053(1.084)	-.065(-1.115)	-.050(-.879)	.050(.872)	-.063(-1.068)	-.048(-.850)	1.014
Age	0.005(.089)	.002(.045)	-.001(-.013)	.005(.084)	.118(2.041)	-.027(-.465)	-.009(-.166)	3.661
Years Taught	.093(1.183)	-.115(-1.707)	.130(1.624)	.110(1.408)	-.050(-.633)	.110(1.376)	.099(1.270)	3.652
TL	.306(9.548**)	.421(15.359**)		.243(6.772**)	.446(13.873**)		.250(7.113**)	1.001
TM	-	-	.274(7.587**)	.148(3.731**)				1.290
TE	-	-				.227(7.225**)	.124(3.656**)	1.008
TP	-	-						
<i>R</i>	.321	.474	.265	.343	.437	.254	.342	
<i>R</i> ²	.103	.225	.070	.118	.191	.065	.117	
<i>F</i>	24.470	61.707	16.013	22.658	60.168	14.662	22.533	
<i>Sig.</i>	.000	.000	.000	.000	.000	.000	.000	

*NB: t-values are in paren thesis; **Significant at 1% (0.01); *Significant at 5% (0.05)*

Source: Researcher's field survey, (2023)

4.4.1 Transformational Leadership on Teacher Performance

The relationship between transformational leadership and teacher performance was shown under model 1 table 4.6. the R indicates the level of correlation between the two variables and the R^2 represent the amount of change in the dependent variable which is attributable to the independent variable. The value of the R and R^2 under model 1 were .321 and .103 respectively. The R value of .321 indicates moderate correlation between the variables in model 1 of the research whereas the R^2 value of .103 suggest that teacher performance explains approximately 10.3% of change in transformational leadership.

Based on the finding from the study, we postulated (H1) that transformational leadership has a positive significant impact on teacher performance. According to the regression table under model 1, transformational leadership has a positive and significant influence on teacher performance. The transformational leadership co-efficient and t-value were ($\beta=.306$; $t=9.548^{**}$) and were statistically significant at 1%. This means that a one unit change in transformational leadership results in .306 unit change in teacher performance.

4.4.2 Transformational Leadership on Teacher Motivation

The relationship between transformational leadership and teacher motivation was discovered under model 2 table 4.6. the R indicates the level of correlation between the two variables and the R^2 represent the amount of change in the dependent variable which is attributable to the independent variable. The value of the R and R^2 under model 2 were .474 and .225 respectively. The R value of .474 indicates moderate correlation between the variables in model 2 of the research whereas the R^2 value of .225 suggest that teacher motivation explains around 22.5% of change in transformational leadership.

Based on the finding from the study, we postulated (H2) that transformational leadership has a positive significant impact on teacher motivation. From the regression table under model 2, transformational leadership has a positive effect on teacher motivation. The transformational leadership co-efficient and t-value were ($\beta=.421$; $t=15.359^{**}$) and were statistically significant at 1%. This means that a one unit change in transformational leadership results in .421 unit change in teacher motivation.

4.4.3 Teacher Motivation on Teacher Performance

The relationship between teacher motivation and teacher performance was revealed under model 3 table 4.6. the R indicates the level of correlation between the two variables and the R^2 represent the amount of change in the dependent variable which is traceable to the independent variable. The value of the R and R^2 under model 2 were .265 and .070 respectively. The R value of .265 indicates weak correlation between the variables in model 3 of the research whereas the R^2 value of .070 suggest that teacher motivation explains around 26.5% of change in teacher motivation.

Based on the finding from the study, we postulated (H3) that teacher motivation has a positive significant impact on teacher performance. From the regression table under model 3, teacher motivation has a positive effect on teacher performance. The teacher motivation co-efficient and t-value were ($\beta=.274$; $t=7.587^{**}$) and were statistically significant at 1%. This means that a one unit change in teacher motivation results in .274 unit change in teacher performance.

4.4.4 Teacher Motivation the Mediating Effect

The mediation role of teacher motivation in the relationship between transformational leadership and teacher performance was presented by table 4.6 under model 4. The co-efficient

from the regression table and its t-value were given as ($\beta=.148$; $t=3.731^{**}$). This was significant at 1%. This indicate that transformational leadership has a significant positive effect on teacher performance. Similarly, teacher motivation has a positive effect on teacher performance. This regression results confirms the hypothesis 4 from the study indicating that teacher motivation partially mediates the relationship between transformational leadership and teacher performance.

4.4.5 Transformational Leadership on Teacher Engagement

The relationship between transformational leadership and teacher engagement was shown under model 5 table 4.6. the R indicates the level of correlation between the two variables and the R^2 represent the amount of change in the dependent variable which is attributable to the independent variable. The value of the R and R^2 under model 5 were .437 and .191 respectively. The R value of .437 indicates moderate correlation between the variables in model 5 of the research whereas the R^2 value of .191 suggest that teacher engagement explains approximately 19.1% of change in transformational leadership.

Based on the finding from the study, we postulated (H5) that transformational leadership has a positive significant impact on teacher engagement. According to the regression table under model 5, transformational leadership has a positive and significant influence on teacher engagement. The transformational leadership co-efficient and t-value were ($\beta=.446$; $t=13.873^{**}$) and were statistically significant at 1%. This means that a one unit change in transformational leadership results in .446 unit change in teacher engagement.

4.4.6 Teacher Engagement on Teacher Performance

The relationship between teacher engagement and teacher performance was shown under model 6 table 4.6. the R indicates the level of correlation between the two variables and the R² represent the amount of change in the dependent variable which is attributable to the independent variable. The value of the R and R² under model 6 were .254 and .065 respectively. The R value of .254 indicates weak correlation between the variables in model 6 of the research whereas the R² value of .065 suggest that teacher performance explains approximately 25.4% of change in teacher engagement.

From the findings of the study, we postulated (H6) that teacher engagement has a positive significant impact on teacher performance. According to the regression table under model 6, teacher engagement has a positive and significant influence on teacher performance. The teacher engagement co-efficient and t-value were ($\beta=.227$; $t=7.225^{**}$) and were statistically significant at 1%. This means that a one unit change in teacher engagement results in .227 unit change in teacher performance.

4.4.7 Teacher Engagement the Mediating Effect

The mediation role of teacher engagement in the relationship between transformational leadership and teacher performance was presented by table 4.6 under model 7. The co-efficient from the regression table and its t-value were given as ($\beta=.124$; $t=3.656^{**}$). This was significant at 1%. This indicate that transformational leadership has a significant positive effect on teacher performance. Similarly, teacher engagement has a positive effect on teacher performance. This regression results confirms the hypothesis 7 from the study indicating that teacher engagement partially mediates the relationship between transformational leadership and teacher performance.

4.5 Discussion of the Findings

First and foremost, it is clear from the results that transformational leadership and teacher performance are positively correlated (H1). This affirmed to Graen (Jyoti & Bhau, 2015) that, teachers are persuaded to achieve common objectives and become inspired through their leaders. It was also affirmed that fresh ideas and creative responds of issues by teachers are encouraged by their leaders as stated by (Torlak et al., 2019). This enables the teachers to be imaginative and creative. It was avowed that, with transformational leaders, teachers are able to have the chance and assurance they need to perform their responsibilities to meet their schools' objectives. This boosts their performance and increases their potential and expertise as stated by (Bamford-Wade & Moss, 2010)

Moreover, model 2 establish how transformation leadership and teacher motivation are positively or directly correlated (H2). This affirms to Abdullah et al., (2018) that headteachers uses transformational leadership influence, inspire, and empower teachers to feel more confident and go above and beyond what is expected of them. Also, Normianti et al., (2019) views were established that, teachers increase their dedication to the school since they have trust in their leadership which results in the accomplishment of the objectives of their school. On the part of Bamford-Wade & Moss, (2010), it was also avowed that, using transformational leadership, teachers experience respect and motivation to perform more than what their headteachers has assigned.

Furthermore, model 3 shows that there was a direct and positive correlation between teacher motivation and performance (H3). The study affirms to Tasya and Gilang (2020) that teachers are motivated when their needs are met either intrinsically or extrinsically which give rise to their satisfaction and impacts their performance. It was also established that teachers only take

actions in activities that brings them rewards and will work exclusively for financial gains which affects their performance (Sala, 2017). Teachers become less inspired with their performance when their motivation requirements have not been reached (Rodrigo & Palacios, 2021).

Also, model 4 demonstrate how the relationship between transformational leadership and teacher performance partially mediated by teacher motivation (H4). Through motivation, this approach supports Tucunan's (2014) assertion that transformational leadership significantly and favorably affects teacher performance. He cleared that to improve performance, it results from strong leadership and motivation. It also corroborates with the study by Arthur & Hardy, (2014), that, a strong level of motivation will be a byproduct of effective transformational leadership which affects performance. Also, Paracha et al., (2012), findings supported to this study that, transformational leadership has a significant effect on teacher performance concurrently with teacher motivation.

Nevertheless, model 5 establishes how transformational leadership and teacher engagement are positively correlated or directly related. (H5). With this model, it confirms to Park et al., (2016) that when followers clearly perceive power distance, harmony, and an informal social link, transformational leadership and teacher engagement are strengthened. This influences followers to become cognitively engaged, emotional engaged, behavioral engaged and psychological conditions of engagement.

In addition, model 6 demonstrates that there was a direct and positive correlation between teacher engagement and performance (H6). This study shows that, indeed, when teachers are engaged, they become happy, joyful, interested and enthused by experiencing pleasant

emotions. Teachers who exhibit high levels of engagement at work have extremely stimulating or stimulated emotions (Schreurs, et al., 2014). According to Meyers et al., (2019), this strength guarantees outstanding performance by encouraging teachers to get more involved.

Finally, model 7 determines how teacher engagement functions as a partial mediator in the relationship between transformational leadership and teaching performance (H7). The study supports Al-Amin (2017) that employees that exhibit high degree of engagement results from the conduct of their leaders which promotes positive performance. Also, from Lai et al (2020), the study support that, teachers become engaged by outlining their worthwhile objective by their transformational leaders which enables teachers to be more eager to use their mental, physical and emotional resources in carrying out their duties which improves performance.

4.6 Chapter Summary

The presentation of the data was considered for the study. The data presented was in a form of tables which includes frequency and percentage scores the demographics, mean scores for the measurement items of the latent variables, correlation analysis of the variables and the regression results.

CHAPTER FIVE

SUMMARY OF FINDINGS, RECOMMENDATIONS AND CONCLUSION

5.0 Introduction

This chapter emphasizes the summary of the study's results, was later concluded, provision of future research directions, contribution to knowledge, and appropriate recommendations accruing from the findings were made.

5.1 Summary of Findings

The specific objectives the study had were three, and thus three research questions. It explored the effect of transformational leadership on teacher performance in public senior high schools in the Kumasi Metropolis, Ashanti, Ghana. The study also investigated the relationship between transformational leadership on teacher performance with teacher motivation the mediating factor in public senior high schools in the Kumasi Metropolis, Ashanti, Ghana. The study further evaluated the relationship between transformational leadership on teacher performance with teacher engagement the mediating factor in public senior high schools in the Kumasi Metropolis, Ashanti, Ghana.

The study employed a cross-sectional design and a target population of teachers within the Kumasi Metropolis. Multistage sampling technique was applied to take data from teachers within the Kumasi Metropolis teachers than taking data from the whole teachers in the country at large. Moreover, stratified sampling was used in categorizing the fourteen public senior high schools into three strata that is, boys' schools, girls' schools and mixed schools to identify

teachers from each stratum. In addition, simple random sampling technique was used in getting 855 respondents. The key findings of the study are as follow:

- a) In relation to the effect of transformational leadership on teacher performance in public senior high schools in the Kumasi Metropolis, Ashanti, Ghana. It was explored that, there was a positive correlation between transformational leadership and teacher performance since the p-value was statistically significant at 1%
- b) Concerning the relationship between transformational leadership on teacher performance with teacher motivation the mediating factor in public senior high schools in the Kumasi Metropolis, Ashanti, Ghana. It was discovered that teacher motivation enhances the benefit of transformational leadership on the performance of teachers though there was a moderate correlation among the variables. In the analysis the p-value is below .05 ($p < .000$). Since $F(22.658)$, $p = .000$, there is a statistically significant effect of teacher motivation on the relationship between transformational leadership on teacher performance in the public schools within the Kumasi Metropolis.
- c) Regarding the relationship between transformational leadership on teacher performance with teacher engagement the mediating factor in public senior high schools in the Kumasi Metropolis, Ashanti, Ghana. It was found that there was a moderate correlation between teacher engagement (mediator) on the relationship between transformational leadership and teacher performance. It was statistically significant since its p-value was .000.

5.2 Conclusion

In conclusion, the results of this study showed that transformational leadership has an effect on teachers' performance through motivating them. This means that when teachers are highly motivated (both intrinsic and extrinsic), they give out their all by strengthening the partnership

between with their leaders to achieve their shared visions, uphold their share values and benefits the school that the heads and teachers work together to serve which has a direct effect on performance. In addition, this study revealed that through engaging teachers, transformational leadership affects performance. This result means that teachers should always be provided with necessary resources to aid their teaching, proper environment should be created to make them feel safe at work. This will encourage them to devote themselves to teaching and other services which strengthen their performance.

5.3 Future Research Direction

Here are some potential future lines of inquiry for the study of transformational leadership, teacher engagement, motivation, and performance:

1. The Kumasi Metropolis's public senior high schools were the exclusive focus of the investigation. Future research can include basic schools, tertiary institutions, and private senior high schools in addition to public senior high schools. Additionally, by taking into account other Ghanaian districts, municipalities, or metropolises, such works may extend beyond the Kumasi Metropolis.
2. The study can be investigated to explore the role of other mediating factors such as job satisfaction, commitment and so on.
3. The results of the study point to a weak correlation between teacher motivation and teacher performance. In order to examine the impact of transformational leadership on teacher performance in the Kumasi Metropolis, more research can be done on either intrinsic or extrinsic motivation.
4. Researchers can investigate the same topic using different methodologies such as mixed method where qualitative data can be collected to explain the quantitative findings.

5.4 Contribution to Knowledge

Several studies have investigated the relationships between the variables but limited work has been done when the relationship between variable placed together have an effect on teacher performance in different sectors. The nexus between Transformational leadership and employee performance has gain traction in the business, management fields (example: Al-Amin, 2017). Such works in the educational field in Africa has focused on private senior high schools (example: Dialoke and Ogbu, 2018 in Nigeria).

This work brings in a novel contribution in public senior high schools by contextualizing teacher motivation and teacher engagement as mediating variables between transformational leadership and teacher performance in the Ghanaian context, a context where limited studies have been done so far. The work adds to the limited streams of literature on transformational leadership and teacher performance that are emerging in public senior high schools in Ghana and Africa to reorient policy focus in enhancing teacher performance.

5.5 Recommendations / Policy Implications

The study's conclusions have a number of significant ramifications for theory and practice in businesses that aim to raise employee performance levels. First, the study indicates that teacher engagement and transformational leadership have a significant effect on teacher performance. Therefore, policy makers and major stakeholders of teacher professional development should design policies and programs that seek to improve or develop teacher transformational leadership and teacher engagement.

Also, there is a substantial correlation between teacher motivation and performance. This suggests that in order for teachers to perform better, they must be motivated. As a result,

leadership of various schools should organize programs that reward teachers for their good work done. Moreover, the leadership should praise teachers and make them feel accomplished. These actions improve teacher motivation and for that matter improve teacher performance.

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Section B: Transformational Leadership

Please indicate the extent to which you agree with the following statement regarding to your transformational leadership. Respond using a Likert scale of **1= Strongly disagree; 2= Disagree; 3= Indifferent; 4= Agree; 5= Strongly agree.**

Transformational Leadership	1	2	3	4	5
My headteachers motivate teachers to work for a common objective					
My headteachers serve as my role model					
My headteachers inspiration motivates me					
My headteachers encourage my creativity by presenting fresh, difficult ideas, and creative responses to issues					
My head teachers give teachers the chance and assurance they need to perform their roles					

Section C: Teacher Motivation

Please indicate the extent to which you agree with the following statement regarding to your teacher motivation. Respond using a Likert scale of **1= Strongly disagree; 2= Disagree; 3= Indifferent; 4= Agree; 5= Strongly agree.**

Intrinsic Motivation	1	2	3	4	5
Teaching increases my self-esteem					
Teaching contributes to my personal development					
I enjoy teaching.					
Teaching makes me feel accomplished.					
I crave for praise than material gain					

Extrinsic Motivation	1	2	3	4	5
I expect to be recognized by my school.					
I expect to be respected by my community.					
I expect my performance to be rewarded by school.					
I expect my school to give me teaching bonuses					
I expect my school to facilitate my career progression					

Section D: Teacher Engagement

Please indicate the extent to which you agree with the following statement regarding to your teacher engagement. Respond using a Likert scale of **1= Strongly disagree; 2= Disagree; 3= Indifferent; 4= Agree; 5= Strongly agree.**

Teacher Engagement	1	2	3	4	5
My headteachers allocate the necessary resources to aid my teaching					
My headteachers encourage me to devote myself to teaching and other services					
My headteachers create an enabling environment for teacher-teacher, and teacher-student relationship building					
My headteachers engagement strengthens my performance					
My headteachers make me feel safe at work					

Section E: Teacher Performance

Please indicate the extent to which you agree with the following statement regarding to teacher performance. Respond using a Likert scale of **1= Strongly disagree; 2= Disagree; 3= Indifferent; 4= Agree; 5= Strongly agree.**

Teacher Performance	1	2	3	4	5
My performance is based on results of work accomplished					
My performance meets predetermined standards					
My behavior affects my performance.					
My headteachers allow me to better my skills and knowledge (further my education, training workshops, seminars etc) to boost my performance.					
My headteachers initiate an internal incentive package such as an award scheme to motivate me to perform effectively.					

APPENDICES

GHANA EDUCATION SERVICE

Tel. No.: 0244171409

Digital Address: AK-020-5894

E-mail: kumasimetro@ges.gov.gh

In case of reply the number and date of this letter should be quoted

Our Ref.: 6/20/7/11

Your Ref:



REPUBLIC OF GHANA

Metro Education Office
P. O. Box 1918
Kumasi – Ashanti
Ghana, W/Africa

15th November, 2023

Emmanuel Gyamfi
Asanteman Senior High School
Post Office Box 3776
Bantama

Dear Sir,

**REQUEST FOR DATA ON NUMBER OF TEACHERS AND THE NUMBER OF
PUBLIC SENIOR HIGH SCHOOLS IN THE KUMASI METRO**

We forward herewith a data request by Mr. Emmanuel Gyamfi, a final year student of Akenten Appiah Menka University of Training and Entrepreneurial Development (AAMUSTED) pursuing Master of Philosophy in Business Management with student Identification Number 8211380033.

Find attached the data below

Yours faithfully,

DAVID OPPONG

METRO DIRECTOR OF EDUCATION

KUMASI

KUMASI METROPOLITAN EDUCATION DIRECTORATE

2ND CYCLE INSTITUTIONS

NUMBER OF SCHOOLS

S/n	Name of School	number of schools		
		Mixed	Boys'	Girls'
1	ADVENTIST SENIORHIGH SCHOOL	1		
2	ASANTEMAN SENIOR HIGH SCHOOL	1		
3	ISLAMICSENIORHIGH SCHOOL	1		
4	J. A. KUFUOR SENIOR HIGH SCHOOL	1		
5	KUMASI ANGLICAN SENIORHIGH SCHOOL	1		
6	KUMASI ARMED FORCES SEC./ TECH. SCHOOL	1		
7	KUMASI GIRLS SENIOR HIGH SCHOOL			1
8	KUMASI SENIORHIGH TECHNICAL SCHOOL	1		
9	KUMASI WESLEY GIRLS' HIGH SCHOOL			1
10	OPOKU WARE SCHOOL, KUMASI		1	
11	PRINCE OF PEACE GIRLSSENIORHIGH SCHOOL			1
12	SERWAA NYARKO GIRLS' SENIORHIGH SCHOOL			1
13	ST. HUBERT SEMINARY SENIOR HIGH SCHOOL		1	
14	T.I AHMADIYYA SENIORHIGH SCHOOL, KUMASI	1		
total		8	2	4

DIRECTOR

METRO EDUCATION OFFICE

l<UMASJ

KUMASI METROPOLITAN EDUCATION DIRECTORATE 2ND CYCLE

INSTITUTIONS

STAFF STATISTICS

S/N	SCHOOL	NAME OF CIRCUIT	MTrn	FTrn	MUntrn	FUntrn	Tot Trn	Tot Untrn	Tot MALE	Tot FEM	OverALL
1	ADVENTIST SENIOR HIGH SCHOOL	BANTAMA	92	42	0	0	134	0	92	42	134
2	ASANTEMAN SENIOR HIGH SCHOOL		113		3	0				30	146
3	ISLAMIC SENIOR HIGH SCHOOL		119	69	1	1	143	3	116	70	190
4	J. A. KUFUOR SENIOR HIGH SCHOOL		16	15	0	0	188	2	120	15	31
5	KUMASI ANGLICAN SENIOR HIGH SCHOOL			36			31	0	16		
6	KUMASI ARMED FORCES SEC./T KEJETIA		135		12	1				37	184
7	KUMASI GIRLS SENIOR HIGH SCHOOL ABREPO		108	46	0	0	171	13	147		154
8	KUMASI SENIOR HIGH TECHNICAL PATASI			52			154	0	108	46	154
9	KUMASI WESLEY GIRLS' HIGH SCHOOL ASH TOWN		75		2	0				52	129
10	OPOKU WARE SCHOOL, KUMASI SANTASI		152	84	0	0	127	0	77	84	236
11	PRINCE OF PEACE GIRLS SENIOR PATASI		72	49	13	4	236		152		138
12	SERWAA NYARKO GIRLS' SENIOR DICHEMBO			32			121	17	85	53	138
13	ST. HUBERT SEMINARY SENIOR SANTASI		143		0	0				32	175


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