

A Study on the Impact of Transformational Leadership Characteristics on Leaders of University of Education, Winneba, Ghana.

ABSTRACT

The study adopted a quantitative and qualitative case study approach to investigate the impact of transformational leadership characteristics on leaders in University of Education, Winneba, Ghana. Two assumptions accompanied the study. The conceptual framework of the state government work environment and the transformational theory by Avolio and Bass was adopted in this dissertation. The study employed the non-experimental case study design. The target population was all people running administrative duties in University of Education, Winneba. Multi-stage sampling technique was employed by using purposive sampling and convenience sampling to sample the universities and the participants respectively. Fifty participants were single out in this study. The study adopted Avolio and Bass Multifactor leadership questionnaire (MLQ) together with an interview guide as a supplementary instrument for the study. Data from the respondents was analyzed using inferential statistics *t*-test to evaluate the difference between the means of two different groups on the major transformational leadership features descriptive statistics include mean, standard deviation, and calculated probability (p-value) using the SPSS19.0. It was found that demographic features of an individual such as gender and marital status affect their transformational leadership styles. It was also unveiled that the leaders' exhibit transformational leadership features such as spending time to teach and coach followers; paying attentiveness to each individual follower's demand for accomplishment and growth, and identifying the capabilities and limitations of followers. The independent t-Test revealed that the leaders' exhibit the four I's of transformational leadership frequently. Finally it was established that leaders should mobilize followers' commitment to achieve results beyond what would normally be expected and emphasize ethics with symbolic actions to ensure leadership development in Ghanaian universities. It was recommended that University of Education, Winneba should provide male and females with equal education on regular basis in order for them to build upon their prerequisite skills at the same level to unravel the notion that school administration is gender sensitive. Also, administrators, HODs and deans in University of Education, Winneba should primarily exhibit the transformational leadership features in their administration to enhance the efficient acquisition of the institutional needs and wants.

Keywords: transformational leadership, higher education, university leaders

INTRODUCTION

As stated by the Organization for Economic Co-operation and Development (OECD)¹, the idea of 'good governance' is given dissimilar meanings by distinct

¹OECD Principles of Corporate Governance. Paris, France. Retrieved from <http://www.Oecd.org/>

organizations but generally call to indirect participation, transparency, predictability and liable. The United Nations Development Program (UNDP) make reference to “good governance” as not only purging societies of dishonesty but also giving people the privilege, the capacity, and the means to participate in the decisions that affect their lives and to hold their leaders liable for what they do in the cause of discharging their duties in any human endeavors.²

This means equitable and fair - minded democratic governance. Forson and et al argued that it is an open secret to say that bad governance is among the major barricade to economic development and social well-being in the developing world.³ The writer Kaufmann on the contrary, argued on the belief that good governance promotes growth and development is all but totally indisputable irrespective of how subjective the term ‘good governance’ might mean.⁴ J. K. Kurtz and A. Schrank added that while to determine growth, it can be evaluated in a more candid fashion, while on the contrary good governance is much more problematic.⁵ J. G. Castaneda concluded that no wonder in giving many development aids, good governance is an obligatory-condition.⁶

Applying the concept of governance to university, W. G. Tierney and V. M. Lechuga stated that the concept in a university administration could also be refer to as an agreed form, processes and structure within which universities make resolutions and act. The above writers were of the view that university administration is neither focused on a single organization nor an individual. Comparably, for any efficient and effective administration or governance, there must be all the time leaders throughout the institution whose aim is to make governance coordination meaningful owing to the fact that such leaders will be accountable to the followers they lead. Tierney and Lechuga made a significant assertion which of great interest to the researcher about a good model of governance. They stated that a governance system that is effective and efficient means and implies good governance.⁷ T. Bovaird and F. Löffler are of the view that governance is a procedure in whereby stakeholders link one another so as to determine the outcomes of policies for the public. The above writers refers ‘good governance’ to mean the negotiation by all partners basically in an issue of improving public policy outcomes and an agreed leadership principles, which are both practiced and regularly assessed by all collaborators.⁸

According to D. E. Bloom and H. Rosovsky governance of the university requires

corporate/ca/corporate governance principles, 2004.

² UNDP. Corruption and Good Governance (New York: Publishing, 1997).

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

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

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

⁶ J. G. Castaneda. The Evolution of University Governance in Ghana, (2009). www. Researchgate. net, publication. Retrieved 10 October, 2020.

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

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

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

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

Transformational leadership inspires and stimulates followers to go the extra mile and in the exercise developing their own billets as argued by Bass and Riggio.¹² With intent of building common vision, leader who is transformational identify with subordinates want through empowerment and aligning the goals of the organization with that of followers. Several studies by Bass and Riggio affirmed that transformational leadership behaviors were positively related with higher performance, greater organizational commitment and higher job satisfaction among employees.¹³ Leadership among public universities lean toward transactional versus transformational leadership strategies. However, Y. D. Caillier put forward that transformational leadership will significantly improve outcomes for the citizens.¹⁴ In view of this, institutions need

Statement of the problem

The recent happenings in KNUST¹⁵ and University of Education, Winneba¹⁶ (UEW) are all allude to leadership lapses. University of Education, Winneba had it fair share of leadership crises that has deepen over the months. Various forms of violence experienced nowadays at public tertiary institutions in Ghana and its

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

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

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

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

¹³ Ibid.

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

¹⁵ KNUST Crisis Deepens: Otumfuo Steps, reinstate, <http://www.ghana web. Com> (accessed 5th April, 2018).

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

disruptions on academic work and other associated implications can be traced to weak leadership styles. More also, the ever-growing of student population and increase enrolments in the various public universities needs transformational leaders to meet the demand of this growth tertiary.

Identifying transformational leaders for public tertiary institutions in Ghana is becoming a mirage and major problem of stakeholders, governments, and boards of such institutions. It is clearly evident that enrollment in public universities are increasing thus there is the need to find transformational leaders who could help support the growth and also provide the leadership needed to bring harmony among university leaders and students. The recent brouhaha at the University of Education, Winneba and that of Kwame Nkrumah University of Science and Technology in Ghana where leadership decisions led to an uproar in both resulting in total chaos, disrupt of academic calendar and destruction of school properties is a classic example of leadership deficiency¹⁷. All these are enough to speak to the leadership lapses with tertiary educational institutions. These weaknesses suggest the need to find transformational leaders.

The task force of university leaders has become very complex, ranging from 7 action values as noted by L. R. Sandmann and L. Vandenberg¹⁸ communicating, visioning together, leading together, learning together, building together, acting together, and developing energy and building a community to meet the expectations of foundations, boards, parents, students, alumni, faculty, staff, accreditation boards and the government. The university was closed down On March 15, 2019 due to a situation the student “claimed leadership crisis” reported the Daily Statesman in an article, by Isabella Agyakwa¹⁹publish in Ghana. It is upon this case the researcher explores the impact of transformational leadership style on leadership approach of leaders of the university.

The Objectives of the Study

The Specific Objectives of the study are to:

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

Research Questions

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

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

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

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

The Significance of the Study

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

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

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

LITERATURE REVIEW

Leadership in Higher Learning Institutions

According to S. D. Ball, leadership is a key for higher education institutions and is increasingly regarded as beneficial to improve performance across all activities including research.²⁰ The complication of the role of leadership in the higher education domain globally has developed interest as a discipline of research G. Drew, L. C. Ehrich and B. C. Hansford.²¹ As indicated in the research, leadership behavior in higher education is complex and facing major transformational challenges. These transformational challenges require extraordinary leadership Herbst and Conradie stressed on²². Other researchers for example Bosch supported

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

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

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

this assertion²³. Arsenault was also of the same view that globally there is a universal acceptance of the demand for efficient leadership in higher education²⁴. They emphasized that there is the need for leadership practices that will shape institutional transformation in education. A researcher Martin²⁵ stresses that since leadership is considered a process in which people work together to look after change and transformation, there is a need to develop skills that will enhance interconnectedness and relationships.

Hunt and et al argued that²⁶ one of the most important needs of higher learning institutions is leadership. Their interest was not only with leadership, but specifically with leaders who are proactive at all levels within the institution and those who are willing to understand and accept the mission of the institution. Such leaders will not only understand the mission of the institution but are also willing to identify with its vision and to help accomplish its objectives.

Unproductive and incompetent leadership has been recognized by various authors such as Jansen and Seale^{27,28} that such leaders have hindered the transformation plan of some higher educational institutions in Africa. Herbst and Conradie however suggested that to build a leadership ability requisite for excellent establishment of higher learning, such leaders need good technical, social, and emotional skill²⁹.

Harris, Hadfield and et al work on productive leaders appears to indicate that such leaders tend to be “transformational” instead of merely “transactional”³⁰. Astin and Astin also perceived that leaders in higher education must begin exercising the principles of transformational leadership³¹. According to A. W. Astin and H. S. Astin³², transformational leadership is empowering leadership that is based on self-awareness, is emphatic and authentic, and builds trust through listening, cooperating, and molding a common purpose.

One of the biggest needs of higher learning institutions is leadership. Hunt et al.’s interest was not only with leadership, but specifically with leaders who are proactive at all levels within the institution and those who are willing to understand

14. 138.

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

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

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

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

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

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

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

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

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

³² *Ibid.*

and accept the mission of the institution. Such leaders will not only understand the mission of the institution but are also willing to identify with its vision and to help accomplish its objectives.

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

It has also been emphasized by Astin and Astin³⁵ that leaders in education of higher learning should begin employing the philosophies of transformational leadership. According to the report, transformational leadership is empowering leadership that is based on self-awareness, is emphatic and authentic, and cultivates trust over listening, cooperating, and modeling a common purpose. Since there is a need for higher educational leaders to practice the principles of transformational leadership, it could be inferred that transformational leaders are needed in higher education. It is however necessary to note that transformational leaders are linked with organizational performance and higher trust in leadership performance. Other researchers like J. Barling, F. Slater and etal revealed that transformational leaders influence employers who become emotionally committed to the organization³⁶. And transformational leader is “presumably to be more proactive than sensitive, more ground-breaking in ideas and less introverted in ideational search for solutions” (p.158).

Leadership Challenges of University of Education, Winneba

The University has a strong faculty and staff who are young and committed. Only about 21% of the faculty and staff have their terminal degrees³⁷. Most of them are young graduates, with UEW as their first place of work after graduate studies. Although the campus hosts introductory 1- to 3-day in-house enrichment seminars, no planned leadership development programs have been enacted. In the SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis of UEW, some of the weaknesses mentioned in relationship to leadership are the following:

- (1) Poor communication (vertical and lateral)

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

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

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

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

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

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

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

METHODOLOGY

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

RESEARCH FINDINGS AND DISCUSSION

Research question 1: How do the demographic profiles of leaders at the University of Education Winneba affect their transformational leadership characteristics?

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

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

Table 1: Respondents Views on how Demographic Profiles of Leaders Affect their Transformational Leadership Characteristics

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

Source: Field Survey, June, 2020

Discussion of Results

In this research the score of 3.00 and above (above “Fairly Often”) was considered as having a prime

predictor of transformational leadership characteristics. A score of 2.00 (on the transformational leadership scale) is described as “Sometimes,” which may not be considered as an acceptable predictor, whereas a score of 3.00 or above is considered as having a bearing on transformational leadership features. Any score below 3.00 on the scale is not considered as a determinant of transformational leadership characteristics (Avolio & Bass).

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

Contrast assertion was pointed out by E. Piguerra who recommended in his study that age must be considered in designating people for administrative position schools. His study showed that age was related to the management capabilities of public school administrators. He contended that as school administrators get older, they tend to become more capable in doing school management role and influence other subordinates in doing the same to achieve organisational aims and goals³⁸.

In addition, “gender” yielded (M=3.1 SD=1.1) suggests that most of the participants were in support of the statement. The mean spells it out that the data from the respondents were highly pinpointing a floor effect that is, a high mean response rate illustrating that respondents held a similar view of gender as being a prime predictor on transformational leadership styles. In a study J. Lumby and Coleman stated a contradictory statement by referring to gender as the most pervasive way in which individuals can be marginalized ‘both through time and across national borders’ when they have to access the field of leadership (p. 4)³⁹. Similarly, P. Hallinger, D. Li, and W. C. Wang noted that earlier gender research with respect to transformational leadership found that in general, women in educational management demonstrated transformational leadership more than men did⁴⁰.

In a subsequent meta-analytic synthesis, A.H. Eagly also found similar results that female leaders tend to achieve stronger ratings on transformational leadership as well as engaging in more contingent reward behaviours associated with transactional leadership and purported that between the five characteristics of transformational leadership, women most transcend men on individualized consideration, reasoning to encouraging and supportive treatment of subordinates⁴¹. J. Martin also inferred from his study that women usually used the transformational leadership expertise of participative decision-making, individualized consideration, and interpersonal interaction, especially in the area of communication⁴². In contrast, L. Skrla, P. Reyes, and J.J. Scheurich reported that school boards and other administrators believe that women are malleable. The authors described malleable personalities as referring to school board perceptions of women administrators as easy to direct just because they are female. They further pointed that if women turn out not to be malleable, the reaction is much more negative for women than for men because women are violating expected norms⁴³. Thus, women are penalized not only when they don’t act like men, since they are seen as incompetent, but also when they do act like men, because they are perceived a cold as noted by A. O. Akinsolu⁴⁴.

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

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

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

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

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

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

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

It was further established that “years of experience” resulted in ($M=3.14$ $SD=1.01$) means that most of the participants were in support of the statement that one’s years of working experience have an effect on the transformational leadership styles of the individual. This suggests a highly a greater mean response rate .This suggests a floor effect thus, making years of working experience a crucial variable in enabling one to exhibit the preferred transformational leadership styles. Similarly, Akinsolu advocated that experienced leaders must to be retained in schools if higher productivity is to be obtained because subordinates achieve more from these leaders and pointed that experienced leaders can identify follower’s problems and help address them to aid effective and efficient achievement of organizational goals and objectives⁴⁵. The writer S. Barrientos in a study also found out that having a greater number of years in educational leadership enables the individual to manage effectively as a result of the acquisition of new skills and attitudes⁴⁶.

Moreover, the Table revealed “marital status” $M=3.30$ and $SD=0.89$ means that majority of the respondents were in support that marital status of the individual plays a major role in determining the transformational leadership styles leaders exhibit. Mean 3.30 points out that the responses from the participants were with a high mean value illustrating how marital status is when it comes into practicing transformational leadership. Similarly, Barriento mentioned that widowed principals focus more of their time and attention on their work than their married, divorced and separated counterpart who may be distracted by family related issues and marriage problem hence do not have the ample time to effectively exhibit transformational form of leadership in managing various organizations⁴⁷. M. Coleman pointed out that when females obtain or seek positions as educational leaders, it is not easy to balance their work and family obligations and highlighted concerns about family obligation and added that women might have to move to obtain such positions, which they are not always willing to do. As a result, women might be less committed to jobs that require more time investments because of their combined work and family roles⁴⁸.

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

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

Moreover, “socio-economic status” ($M=1.32$ $SD=1.41$) suggests that majority of the responders hold the opinion that the socio- economic status of a person does not have any influence on his/her transformational leadership attributes. The lower mean suggests a response rate and a moderately distribution revealing that the socio- economic status of any transformational leader does not affect his/her leadership styles.

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

It further came into light that “ethnicity” ($M = 0.98$, $SD = 1.08$) points out clearly that majority of the respondents hold the view that, the ethnic group of a leader does not affect the ways him/her practice

⁴⁵ Ibid.

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

⁴⁷ Ibid.

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

the transformational style of leadership. The mean 0.98 represents a low mean rate response and a highly response from the participants. This suggests that one's ethnicity has no effect on his/her transformational styles of leadership.

Research Question 2: What are the perceptions of leaders of University of Education, Winneba as related to transformational leadership characteristics?

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

Table 2: Perceptions of Leaders as Related to Transformational Leadership Characteristics

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

I spend time teaching and coaching	3.14	1.37336
I pay special attention to each individual subordinate's needs for achievement and Growth	3.16	1.26507
I identify the capabilities and limitations of subordinates	3.12	1.30368
Valid N (listwise)		

Source: Field Survey, June, 2020

Discussion of Results

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

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

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

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

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

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

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

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

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

Again, “I talk optimistically about the future.” (M=3.10 SD=1.01) establishes the claim that majority of the respondents agreed to the fact that they think about what shall happen in the future which makes them outstanding transformational leaders. The mean 3.10 points out a moderately distribution and a high mean response rate with regards to the assertion opining that these leaders usually cater for predictive validity within the institutional setting thus, dialogue to their followers enthusiastically about forthcoming issues which in turn makes an organization achieve high potentials. The finding is similar to that of B. M. Bass R. E. Riggio who inferred that transformational leaders provide vision as to what is possible for the organization and provide direction as to how to attain those goals. Such leaders try to explain clearly the goals of the organization and how to achieve such goals and further pointed out that such inspirational leaders arouse team spirit and generate enthusiasm and optimism among their associates through communication⁵⁰.

In addition, “I motivate followers to accomplish more than what they had planned to accomplish” (M=2.14 SD=1.15) reveals clearly that the respondents exhibit mild attitudes when it comes to encouraging followers to undertake tasks greater than what they had already intended to achieve which is not a feature of proficient transformational leaders. The statement resulted in mean 2.14 illustrates a fairly distribution and a mean response rate fairly above average purporting the fact the respondents established the fact that they exhibit reluctant attitudes towards their followers when it comes to influencing them to achieve more than their expectations. Similarly, V. R. Krishnan pointed out that the major premise of the transformational leadership theory is the leader’s ability to motivate the follower to accomplish more than what the follower planned to accomplish⁵¹. Similar view was opined by J.M. Burns who purported that transformational leaders engage with others in

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

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

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

such a way that the leaders and followers raise one another to higher levels of motivation and morality to enhance futile results⁵².

Furthermore, “I use of inducements and interventions to make people change.” (M=2.96 SD=1.12) illustrates that majority of the respondents exhibit a high average attitude towards paving way for enticements and intrusions to transmogrify the attitudes and values of their followers towards the organization. The statement produced mean 2.96 suggesting a fairly response distribution and a response rate high above the mean which further signals that the leaders on seldom occasions do not use incentives and interpolations to modify the attitudes of their followers on organizational aspirations and goals. In a similar vein, T. E. Brown and K. D. Eisenhardt suggested that transformational leaders use effective inducements and interventions that get people to change, works only if this change takes into consideration the underlying needs and values of followers⁵³.

“I talk enthusiastically about what needs to be accomplished.” (M=3.08 SD=1.06) attest to the fact that majority of the respondents readily elaborate critically on needs and wants that need to completed by with their subordinates. The assertion yielded mean 3.08 spelling it out clearly a fair response distribution and a high mean response rate establishing how serious these leaders are when it comes to laying down principles on what the institution should achieve to their followers making them prominent transformational leaders. Similarly, Northouse stated that a transformational leader elaborates on issues to be achieved to his/her followers, empowers them to do what is best for the organization, form strong role model with high values, and listens to all viewpoints to develop a spirit of cooperation⁵⁴.

Moreover, “I provide models that are consistent with that vision and foster the acceptance of group goals” (M=3.01 SD=1.11) suggests that the respondents make prototypes that are in line with its apparition readily available and raise the need to abide and follow similar steps as a group to achieve the required aims and goals. The statement’s mean 3.01 illustrates a fairly response distribution and a high mean response rate opining the leaders take into consideration the replicas that are need to provide to followers that can cater for the required visualization of organizational goals as a team which in turn leads to better organizational performance. Similarly, P. M. Podsakoff, S. B. MacKenzie, and W. H. Bommer stated that transformational leaders articulate a vision of the future of the organization, provide a model that is consistent with that vision, foster the acceptance of group goals, and provide individualized support⁵⁵.

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

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

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

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

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

The Table further revealed that “I pay special attention to each individual subordinate’s needs for achievement and growth.” (M=3.16 SD=1.27) suggests that the respondents make it clear that they pay superior attention to every members needs for success and development which motivates them to work tirelessly to achieve the required goals. The statement yielded mean 3.16 illustrating that the respondents’ opinions assumed a response distribution and a high mean response value spelling out clearly how the leaders pay much heed to their subordinates’ requests to enhance their advancements and progression which triggers them to work hard to achieve the aspirations of the organization making them effective transformational leaders. In a similar study, K. Leithwood explained the components of leadership transformational through the dimensions build the vision and goals of the school, provides intellectual stimulation, offer support individually, be exemplary to the important values of the organization, indicating high work performance, build creative school culture and developing structures and encourage involvement in the decision-making process. He further reiterated that they should offer support individually, develop structures, and encourage involvement in the decision-making process⁵⁶.

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

Key Findings

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

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

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

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

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

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

Conclusions

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

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

Owing to the fact that, women most surpassed men on individualized consideration, referring to supportive and encouraging treatment of subordinates and women turn out not to be malleable and cold, gender plays a significant role in determining the transformational leadership styles leaders' exhibit. Being in an administrative position for greater number of years in educational leadership enables the individual to manage effectively turns out to be a significant variable in determining how leaders exhibit transformational leadership features. Nevertheless, due to the fact that administrators that are married administrators at University of Education are usually bombarded with family issues especially on the part of females makes marital status a prime predictor on their leadership styles. In addition, since the leaders perceived that they usually create inspiration among followers especially in matters related to innovation and new ideas, use inducements and interventions to make people change, and provide models that are consistent with that vision and foster the acceptance of group goals elucidates that they exhibit inspirational motivation feature when administrating. On the other hand, their acceptance to the fact that that they talk optimistically about the future, spend time teaching and coaching, empower followers to do what is best for the organization in the course of their administration and focus attention on irregularities, mistakes, exceptions, and deviations from standards suggests that they are intellectually stimulated. Owing to the fact that they pay special attention to each individual subordinate's needs for achievement and growth, and identify the capabilities and limitations of subordinates depicts that they employ individualized consideration in the course of their administration.

Recommendations

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

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

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

References

- Abawi, Karim, Data Collection Methods (Questionnaire and Interview)-Geneva Workshop, (2017).
- Aberman, R., Emotional Intelligence. Paper Presented at the Quarterly Meeting of the Minnesota Human Resource Planning Society, Minneapolis, MN, (2000),
- Adlam, R., This Complex Thing, Leadership, in *Police Leadership in the Twenty- First Century*. Winchester: Waterside Press: S (2003), 204-222.
- Africa Development Bank. Republic of Ghana Country Strategy, Abidjan, Ivory Coast. Retrieved from <http://www.afdb.org> Project and operations / Ghana CSP 2012- 2016.
- Ambrose S., Houston, T. and Norman M., A Qualitative Method for Assessing Faculty Satisfaction Research in Higher Education. (2005), 46, 803-830.
- Antonakis, J., Avolio, B. J. and Sivasubramaniam, N., Context and Leadership: An Examination of the Nine-Factor Full-Range Leadership Theory using the Multifactor Leadership Questionnaire. *Leadership Quarterly*, (2003), 14(3), 261-295.
- Arsenault, P. M. A. Case Study of a University Leadership Seminar. *Journal of Leadership Education*, (2007), 6, 14-24.
- Aryee, S. Walumbwa F. O., Zhou Q. and Hartnell C. A. Transformational Leadership Innovative Behavior and Task Performance: Test of Mediation and Moderation Processes.(2012)25(1)1-25.
- Asaecenter 12 Different Types of Leadership Styles Strive How You Lead Matters, (2017) <https://www.striveleadership.org> accessed April 2019.
- Astin A. W. and Astin H. S. *Leadership Reconsidered: Engaging Education in Social Change*. Battle Creek, MI: W. K. Kellogg Foundation, (2000).
- Atta, E. T., Agyenim-Boateng and Baafi-Frimpong S. *Educational Management and Administration*. University of Cape Coast: Unpublished, (2000)
- Atuahene, Frances and Owusu-Ansah, Descriptive Assessment of Higher Education Psychology Thousand Oaks, CA: Sage 2013.
- Avolio, B. J. *Full Leadership Development: Building the Vital Forces in Organizations*, Thousand Oaks, CA: Sage Publication. (1999).
- Avolio B. and B. M. Bass, Theories: *American Psychologist*, (2004b), 63(7), 210-255.
- _____. Theories from Avolio and Bass. *American Psychologist*, 63 (7), (2004b): 210-255. doi:10.1037/003-066X.63.7.62
- _____. Theories: *American Psychologist*, (2004). 63(7), 210-255. doi:10.1037/003-066X.63.7.62
- _____. You Can Drag a Horse to Water, but You Can't make it Drink Except when it's thirsty. *Journal of Leadership Studies*, (1998), 5, 1-17.
- _____. *Multifactor Leadership Questionnaire: Manual and Sampler Set (3rd ed.)*, (Menlo Park, CA: Mind Garden, (2004).
- Avolio, B. J., Bass, B. M., and Jung, D., Construct Validation of the Multifactor Leadership Questionnaire MLQ-Form 5X (CLS Report-96-1). Center for Leadership Studies, State University of New York, Binghamton, NY, (1996).
- Avolio, B.J., Zhuw Koh W., and Bhatia P. *Transformational Leadership and Organizational Questionnaire*. Palo Alto, CA: Mind Garden. (1997).
- Avolio, B. J., Waldman, D. A. and Yammarino, F. J. Leading in the 1990's: Towards Understanding of Four I's of Transformational Leadership. *Journal of European Industrial Training*, (1991), 15, 9-16.

Barne K. N. *Motivation and Retention in Ghana Accra*: University Press, (1991),

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

Barling, J., Weber, T., and Kelloway, K. E., Effects of Transformational Leadership Training on Attitudinal and Financial Outcomes: A Field Experiment. *Journal of Applied Psychology*, (1996), 81, 827-832

Bar-On, R., *The Emotional Quotient Inventory (EQ-i)*. Toronto, Ontario, Canada: Multi-Health Systems, (1996),

Barrientos, S. *Gender Work and Vulnerability in Africa Horticulture* [https:// doi.org](https://doi.org) (2009).

Barnett, K., McCormick, J. and Conners, R. Transformational Leadership in Schools- panacea, placebo or problem? *Journal of Educational Administration*, (2001), 39(1)24-46.

Bass, B. M. *A New Paradigm of Leadership: An Inquiry into Transformational Leadership*, Alexandria, VA: U. S. Army Research Institute for the Behavioral and Social Sciences, (1996).

_____. Does the Transactional/Transformational Leadership Paradigm Transcend Organizational and National Boundaries? *American Psychologist*, (1997), 52, 130-139.

Bass B. M. and B. J. Avolio. *Full- range of Leadership Development Manual for the Multifactor Leadership Questionnaire: Mind Garden* (1997).

_____. *Organizational Description Questionnaire* (Redwood City: Mind Garden, 1992).

_____. *Transformational Leadership Manual for Multifactor Leadership Questionnaire*, Palo Alto, CA: Consulting Psychologists Press, (1996).

_____. Developing transformational leadership: 1992 and beyond. *Journal of European Industrial Training*, (1990), 14(5), 21-37.

_____. *Improving Organizational Effectiveness through Transformational Leadership: Thousand Oaks, CA: Sage* (1994).

_____. *Individual Consideration Viewed at Multiple Levels of Analysis: A Multi-Level Framework for Examining the Diffusion of Transformational Leadership. Leadership Quarterly*, (1995), 6, 199-218.

Bass, and Stogdill, *Handbook of Leadership: Theory, Research, and Applications* (3rd ed.). New York: Free Press. (1990).

_____. *Handbook of Leadership: Theory Research, & Managerial Applications*. New York, NY: Free Press, (1997),

Bass, B. M., and Riggio, R. E., *Transformational Leadership* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum, (2006), 22-25.

Bass, B. M., Cascio, W. F., and O'Connor, E., "Magnitude of Estimations of Expression of Frequency and Amount. *Journal of Applied Psychology*, (1974).

Beavers, M. *Emotional Intelligence, School Leaders and High Performing High Poverty Middle Schools in the State of Virginia* (Unpublished doctoral dissertation). Virginia Commonwealth University, Richmond, VA, (2005),

Bennis, W. G. *Leadership Theory and Administrative Behavior: The problem of Authority Administrative Science Quarterly*, (1959). 4pp 259-260.

Bennis, W. G. and Nanus, B. *Leaders: The Strategies for taking Charge*, New York, Harper and Row, (1985).

Benoit, P., and Graham, S., *Leadership Excellence: Constructing the Role of Department Chair. Academic Leadership: TheOnlineJournal*, 3. Retrieved from <http://www.academicleadership.org/volume3/issue1/index.html> (2005).

Bernard, H. R. *Research Methods in Anthropology: Qualitative and Quantitative Approaches* (3rd ed.). Walnut Creek, CA: Alta Mira Press, (2002).

Bertrand, J.W.M., and Fransoo, J.C., *Operations Management Research Methodologies Using Quantitative Modelling: Operations Management Research*, (2002), 22(2), 241-264,

Block, P., *Stewardship: Choosing Service over Self-Interest*: San Francisco, CA: Berrett-Koehler, (1993), 135-140.

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

Bold Educational Software. (2011). *Writing the delimitation*. Retrieved from www.bolded.com.

Bosch, A., *The Effect of a Merger in Higher Education on Staff Members: The Importance of Change Management* (Unpublished master's thesis). University of Johannesburg, South Africa, (2006).

Botha, R.J. *Excellence in Leadership: Demands on the Professional School Principal*. University of South Africa: College of Human Science, School of Education. (2005).

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

Braun, S., Nazlic, T., Weisweiler, S., Pawlowska, B., and Peus, C., *Effective Leadership Development in Higher*

Education: Individual and Group Level Approaches. *Journal of Leadership Education*, (2009), 8(1), 195-206.

Bryman, A., Effective Leadership in Higher Education: A Literature Review. *Studies in Higher Education*, (2007), 32(6), 693-710.

, Lilley, S. Leadership Researchers on Leadership in Higher Education. *Leadership*, (2009).

Burns, J. M. (1978). *Leadership: New York: Harper and Row. Community Colleges (Washington, Press DC: Community College, 1989).*

, Leadership:(New York, NY: Harper Press, 1978), B. M. Bass, *Leadership and Performance.*

Burkhardt, J. C. Boundary – Spanning Leadership in Higher Education. *Journal of Leadership and Organizational Studies*, (2002), 8(3) 145-150.

Bush, T. *Theories of Educational Leadership and Management: Third Edition (London, Sage Publication, (2003).*

Butterfield, B., Higher Education Human Resource Leadership Challenged in Tough Times. Sibson Consulting, (2010), Retrieved from www.sibson.com/news-and-events/hottopics/?id=553

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

Carnegie, G. D. and J. Tuck. Understanding the ABC OF University Governance. *Australian Journal of Public Administration*, 2010, 69(4) 431-441, <http://doi.org>.

Caruthers, R. A. (2011). "Effective Leadership in a 21st Century Federal Agency," (Doctoral dissertation). (Accessed from ProQuest Disse B. M. Bass, *Leadership and Performance Beyond Expectations (New York, NY: Free Press, 1985).*

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

Charlotte, NC: Information Age Publishing, (2007),

Chen, L.Y. Examining the Effect of Organization Culture and Leadership Behaviors on Organizational Commitment, Job Satisfaction, and Job Performance at mall and Middle-Size Firms in Taiwan. *Journal of the American Academy of Business, Cambridge*,(2004) 5(1/2), 432 438.<http://www.jaabc.com/journal.htm>

Cheng, Y. C., "Leadership and Strategy": The Principles and Practice of Educational Management, edited by Tony Bush and Les Bell. Paul Chapman publishing, London. (2002).

Christians, C. G. The Ethics of Being. In C.G. Christians & M. Traber (Eds.), *Communication Ethics and Universal Values*, (1997), (pp. 3-23). Thousand Oaks, CA: Sage.

Chu, L., and Lai, C. A Research on the Influence of Leadership Style and Job Characteristics on Job Performance among Accountants of Country and City government(2011).

Ciarrochi, J. V., Chan, A. C., and Caputi, P., A Critical Evaluation of the Emotional Intelligence Construct. *Personality and Individual Differences*, (2000), 28(3), 539-561.

Coleman, M. Gender and Secondary School Leadership: *International Studies in Educational Administration*, (2005)33(2), 3-20. [com/delimitation.htm](http://www.delimitation.com)

Considine, D. University Governance Corporations and Cultures: Impact of Corporate Law on the Development of Appropriate Regulation Compliance and Recognition of Diverse University Cultures. Adelaide, Australia. Retrieved from <http://trove.nla.gov.au/version> 20th September, 2020.

Cresswell, J. W., & Plano Clark, V. L., *Designing and Conducting Mixed Method Research (2nd Ed.)*. Thousand Oaks, CA: Sage, (2011).

. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research (3rd Ed.)*. Upper Saddle River, NJ: Pearson Education, Inc., (2008).

. *Qualitative Inquiry and Research Resign: Choosing Among Five*,(1998).

. Wheeler, D. W., Seagren, A. T., Egly, N. J., and Beyer, K. D., *The Academic Chairperson's Handbook*. Lincoln, NE: University of Nebraska Press, (1990).

, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Upper Saddle River, NJ: Merrill Prentice Hall, (2005).

Daniels, R. and A. Goodboy. Transformational Leadership in the Ghanaian University Classroom; *Intercultural Communication Studies: (USA West Virginia) XXIII*,(2014) 20-91.

Davies J., Hides M.T. and Casey S. Leadership in Higher Education *Total Quality Management (2009)*, 12(7-8)1025-1030.

De Boer, H. and Goedegebuure, L. The Changing Nature of the Academic Deanship, *Leadership*, (2009)5(3), 347-363.

De Jong, S. B. and Bruch H. The Importance of a Homogeneous Transformational Leadership Climate for Organizational Performance: *International Journal of Leadership Studies*, (2013) 8(1), <http://www.regent.edu/acad/>

global/publications/ijls/new/home.html.

Dill, B.J., and Anderson, R. E., Ethics-Related Technology Policies in Schools: *Social Science Computer Review*, (2003) 21(3), 326-339.

Dreistadt, M. Take The Journey Technology for Worship Magazine. (2008) Retrieved from <http://www.tfwm.com>.

Drew, G. Issues and Challenges in Higher Education Leadership; Engaging for Change, *Australian Educational Researchers*, (2000) 37(3) 57-76.

Doherty, A. J. The Effect of Leader Characteristics on the Perceived Transformational/Transactional Leadership and Impact of Inter- University Athletic Administrators *Journal of Sports Management*, (1997), 11(3) 275-285.

Donkor, Kwadwo Baffoe, "Bad press made UEW stronger – Afful-Broni" *Daily Graphic*, October 8, 2019, 2.

DuBrin, A., *Leadership: Research Findings, Practice, and Skills*. Boston, MA: Houghton Mifflin, (1995).

Dvir, T., Eden, D., Avolio, B. J., and Shamir, B. Impact of Transformational Leadership on Follower Development and Performance: A Field Experiment. *Academy of Management Journal*, (2002), 45, 735-744.

Eagly A. H. Female Leadership Advantage and Disadvantage: Resolving the Contradictions. *Psychology of Women Quarterly* (2007), 3(1), 1–12.

Ebenezer. O. Owusu "Prospects and Challenges of Humanities Research Conference (Legon, Accra, 2018) graphic.com.gh (accessed 10th April, 2019).

Eden, D., *Leadership and Expectations: Pygmalion Effects and Other Self-Fulfilling Prophecies in Organizations*. *Leadership Quarterly*, (1992), 3, 271-305.

Effah, P., Public Higher Education in Ghana. In N. V. Varghese (Ed.), *Growth and Expansion of Public Higher Education in Africa* Paris: International Institute for Educational Planning. (2006), 10-53.

Elliston, J. E., *Home Grown Leaders*. Pasadena, CA: William Carey Library, (1992).

Erkutlu, H. The Impact of Transformational Leadership on Organizational and Leadership Effectiveness the Turkish Case. *Journal of Management Development*, (2008)27(7), 708-726.

Fabian, A., *New Public Management and what Comes After*. *Current Issues of Business and Law*, (2010)5, 41–56. doi:10.2478/v10088-010-000.

Faehner, F. M., *An Exploration of the Interest in and Challenges of Fostering Undergraduate Leadership-Development at Andrews University* (Unpublished Doctoral Dissertation). Andrews University, Berrien Springs, MI, (2007), 45.

Fairholm, G. W., *Perspectives on Leadership*. Westport, CT: Quorum Books, (1998).

Farnsworth, K. A., *Leadership as Service: A New Model for Higher Education in a New Century*. Westport, CT: Praeger, (2007).

Fincham J. E. Response Rates and Responsiveness for Surveys, *Standards: American Journal of Pharmaceutical Education*, (2008), 72(2), 43. <https://doi.org/10.5688/aj720243>.

Fink, A. *How to Conduct Surveys* (3rd ed.). Thousand Oaks, CA: Sage(2006).

Flanagan, H. D., and Thompson, D. J. C., *Leadership: The Swing of the Pendulum*. *Leadership and Organization Development Journal*, (1993), 14(1), 9-15.

Gall, M. D., Borg, W. R., and Gall, J. P., *Educational Research: An Introduction* (6th ed.). New York, NY: Longman Publishers, (1996).

Forson, J. A. Buracom, P., T. Y. Baah- Ennumh, G. Chen, and E. Carsamer. Corruption, EU Aid Inflows and Economic Growth in Ghana: Cointegration and Causality Analysis, *Contemporary Economic*, 2015, 9(3), 299-318 <http://doi.org>.

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

George, J. M., *Emotions and Leadership: The Role of Emotional Leadership*. *Human Relations*, (2000), 53(8), 1027-1055.

and R. A. Opoku. Governments Restructuring Pay Policy and Job Satisfaction: The Case of Teachers in the Ga West Municipal Assembly of Ghana. *International Journal of Management, Knowledge and learning*, 2014, 3(1), 79-99, <http://doi.org>.

Gliner, J. A., Morgan, G. A. and Leed, N. L. *Research Methods in Applied Settings. An Integrated Approach to Design and Analysis*: New York, NY; Taylor and Francis Group LL. (2009).

Goleman, D., Boyatzis, R., and McKee, A., *Primal Leadership: Realizing the Power of Emotional Intelligence*. Boston, MA: Harvard Business School Press, (2002).

, *Emotional Intelligence*. New York, NY: Bantam Doubleday Dell, (1995).

Gomm, R., Hammersley, M. and Foster, P. *Case Study Method*; Sage Publications, London, (2000).

Govt. Vetting Qualification of Technical Universities Lecturers, [http://www.nab.gov.gh/news1/510-\(accessed 20th](http://www.nab.gov.gh/news1/510-(accessed 20th)

June, 2019).

- Government of Ghana Annual Progress Report of the Implementation of the Ghana Shared Growth and Development Agenda (GSGDA) for 2010-2013. Accra, Ghana. Retrieved from [http://ghana.um.dk/en/-/media/Ghana Documents/2013 APR Final Version December2014.pdf](http://ghana.um.dk/en/-/media/Ghana_Documents/2013_APR_Final_Version_December2014.pdf). Ghana Annual Progress Report of the Implementation of the Ghana Shared Growth and Development Agenda (GSGDA) for 2010-2013. Accra, Ghana. Retrieved from [http://ghana.um.dk/en/-/media/Ghana Documents/2013 APR Final Version December2014, pdf](http://ghana.um.dk/en/-/media/Ghana_Documents/2013_APR_Final_Version_December2014.pdf).
- Graeff, C. L. Evolution of Situational Leadership Theory; A Critical Review *Leadership Quarterly*, (2010), 85(2)153.
- Goodwin, V. L., Wofford J. C and Whittington J. L. A Theoretical and Empirical Extension to the Transformational Leadership Construct: *Journal of Organizational Behavior* (2001), 22(7)759-774.
- Grant, Cynthia and Osanloo, Azadeth (2014) cited Merriam (2001). "Understanding, Selecting, and Integrating Theoretical Framework in Dissertation Research: Creating the Blueprint for your "House" Administrative Issues *Journal: Vol.4.*, 16.
- Green, S., and Salkind, N. J, *Using SPSS for Windows and Macintosh: Analyzing and Understanding Data*. Upper Saddle River, NJ: Prentice Hall, (2005).
- Griffith, J. Relationship of Principal Transformational Leadership to School Staff Job Satisfaction, Staff Turnover, and School Performance *Journal of Educational Administration*, (2004) 42(3)333-356.
- Grint, K. What is leadership? Paper presented at the First International Workshop on Leadership Research, Said Business School and Templeton, Oxford University. (2002).
- Hall, J. L. A Philosophical, Qualitative and Quantitative Examination of Transformational Leadership in Secondary Agricultural Education: Texas A & M University Dissertation, (2010).
- Hallinger, P., Li, D. and Wang W. C. Gender Differences in Instructional Leadership: A Meta-Analytic Review of Studies Using the Principal Instructional Management Rating Scale. *Educational Administration Quarterly* (2016)52 (4): 567–601.
- Harris, A., Day, C., Hopkins, D., Hadfield, M., Hargreaves, A., and Chapman, C. *Effective Leadership for School Improvement*. New York: Routledge. (2003).
- Hay, I. Transformational Leadership: Characteristics and Criticism *e-Journal of Organizational Learning*, (2006), Vol.5 no2 <http://www.weleadinlearning.org>.
- Haydon, G., *Values for Educational Leadership*. Thousand Oaks, CA: Sage, (2007).
- Hencley, S. P., Situational Behavioral Approach to the Study of Educational Leadership. In L. C. Cunningham and W. J. Gephart (Eds.), *Leadership: The Science and Art today* Itask IL: FE Peace Publishers, (1973), 139-164.
- Herbst, T. H. H., and Conradie, P. D. P. Leadership Effectiveness in Higher Education: Managerial Self-Perceptions versus Perceptions of Others. *SA Journal of Industrial Psychology*, (2011), 37(1), 1-14. 138,
- Hoy, W. K., and Miskel, C. G., *Educational Administration: Theory, Research, and Practice* (8th ed.). New York: McGraw Hill, (2008).
- Hoyt, C. L., and Blascovich, J. Transformational and Transactional Leadership in Virtual and Physical Environments. *Small Group Research*, (2003) 34(6), 678-715.
- Huczynski, A. A., and Buchanan, D. A. *Organizational Behavior: An Introductory Text* (6th ed.). Upper Saddle River NJ: Prentice Hall (2007).
- Hughes, R. L., Ginnett, R. C., and Curphy, G. J., *Leadership: Enhancing the Lessons of Experience* (4th ed.). Boston, MA: Irwin/McGraw-Hill (2008),
- Jansen, B., *Issues and Observations: How We Are Failing Our Amazing Workforce* .*Leadership in Action*, (2004), 27(4), 19-21,
- Jaques, S. and Clement, S. *Executive Leadership: A Practical Guide to Managing Complexity*. Massachusetts: Basil Blackwell Inc, (1991).
- Judge, T. A., and Bono, J. E., Five-Factor Model of Personality and Transformational Leadership: *Journal of Applied Psychology*, (2000), 85, 751-765.
- Jung, D., Wu, A., and Chow, C. W. Towards Understanding the Direct and Indirect Effects of CEOs' Transformational Leadership on Innovation. *The Leadership Quarterly*, (2008) 19(5), 582-594.
- Kark, R., Shamir, B., and Chen, G. The Two Faces of Transformational Leadership: Empowerment and Dependency. *Journal of Applied Psychology*, (2003), 88(2), 246-255.
- Kaufmann, D. Corruption, Governance and Security: Challenges for the Rich Countries in the World. MPRA, Papers (8207) . Retrieved from <http:// mpra. Ub.uni- muenchen de> 2004.
- Kekale, J. 'Preferred' Patterns of Academia Leadership in Different Disciplinary Management (2002) 8(1), 65-80.
- Keller, R. Transformational Leaders Make a Difference. *Research-Technology Management*, (1995), 38, 41-44.
- Kelloway, E. R., Barling J. and Helleur J. Enhancing Transformational Leadership: The Role of Training and Feedback. *The Leadership and Organizational Development Journal*. (2000), 21(3)145-149.

Kent, A. and Chelladura, P. Perceived Transformational Leadership Organizational Commitment and Citizenship Behavior. A Case Study in Inter-Collegiate Athletics, *Journal of Sports Management* (2001).

Kluchhohn, C., Values and Value-Orientations in the Theory of Action: An Exploration in Definition and Classification. In T. Parsons & E. Shils (Eds.), *Toward a General Theory of Action*, Cambridge, MA: Harvard University Press (1951), 388-433.

KNUST Crisis Deepens: Otumfuo Steps Reinstated, <https://www.ghanaweb.com>(accessed 5th April 2018)

Kouzes, J. M. and Posner, B. Z., *The leadership challenge: How to keep getting extraordinary things done in organizations*. San Francisco, CA: Jossey-Bass, (1995), 139-150.

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

Kuhnert, K. W., and Lewis, P. Transactional and transformational leadership: A Constructive/Developmental Analysis. *Academy of Management Review*, (1987) 12(4), 648-657.

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

Kusku, F. Employee Satisfaction in Higher Education: The Case of Academic and Administrative Staff in Turkey. *Career Development International*,(2003) 8(7), 347-356.

Lamb, L. F., and McKee, K. B., *Applied Public Relations: Cases in Stakeholder Management*. Mahwah, NJ: Lawrence Erlbaum, (2004).

Larimer, L. V., How Employees Decide Which Way to Go. *Workforce*, (1997), 76, 109-111.

Lawrence, F. L., *Leadership in Higher Education: Views from the Presidency*. New Brunswick, NJ: Transaction. (2006), 27-44.

Leedy, P. and Ormrod, J. *Practical Research; Planning and Design* (8th ed) Upper Saddle River NJ; Pearson Merrill Prentice Hall, (2010).

Leithwood, K. Leadership for School Restructuring. *Educational Administration Quarterly*, (1994) 30(4), 498-518.

Leithwood, K. A. and Jantzi, D. Thoughts Behind: “Transformational Leadership Effect on School Organization and Student Engagement with School” in M. Wallace (Ed) *Learning to Read Critically in Educational Management* Thousand Oaks, CA: Sage (2002).

Leontiades, M., *Pruning the Ivy: The Overdue Reformation of Higher Education*. Charlotte, NC: Information Age Publishing, (2007).

Lewin, K., Lippitt, R., & White, R. K., Patterns of Aggressive Behavior in Experimentally Created Social Climates. *Journal of Social Psychology*, (1939), 10, 271- 299.

Linda, L., *Shifting Conceptions of Leadership: Towards a Redefinition of Leadership for The Twenty-first Century* (1999).

Locke, A. E., and Latham, G. P. Building a Practical Useful Theory of Goal Setting and Task Motivation. *American Psychologist*, (2002) 57(9), 705-717.

Lovelace, K., Shapiro, D. L., and Weingart, L. R., Maximizing Cross-Functional New Product Teams’ Innovativeness and Constraint Adherence: A Conflict Communication Perspective. *Academy of Management Journal*, (2001), 44(4), 779-793.

Lowman R. L. Leading the 21st Century College and University: Managing Multiple Mission and Conflicts of Interest in Higher Education. *The Psychologist Manager Journal* (2010) 237-243.

Lumby, J., & Coleman, M. *Leadership and Diversity: Challenging Theory and Practice in Education*. London, UK: SAGE Publications Ltd, (2007).

Maicibi, N. A., Pertinent Issues in Employee Management. M Kampala. P.K. Graphics (u) Ltd (2003).

Marenee, L. T., Mahaliza, M., and Zahari, H. A Review Theory of Transformational Leadership for School: *International Journal of Academic Research in Business and Social Sciences*, (2017) 7(3), 792-799.

Marshall, C., and Rossman, G. B., *Designing Quantitative Research* (4th ed.). Thousand Oaks, CA: Sage, (2006).

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

Martin, J. “Transformational and Transactional Leadership: An Exploration of Gender, Experience, and Institution Type.” *portal: Libraries and the Academy*,(2015), 15(2), 331–351.

Marzano, R., Waters, T., and McNulty, B., *School Leadership that Works: From Research to Results*. Alexandria, VA: Association for Supervision and Curriculum Development, (2005).

Maxwell, J. C., *Developing the Leader within you*. Nashville, TN: Thomas Nelson, (1993).

McCutcheon, D. M., and Meredith, J. R., Conducting Case Study Research in Operations Management: *Journal of Operations Management*, (1993), 11(3), 239-256.

Mendez-Morse, S., *Leadership Characteristics that Facilitate School Change: Characteristics of Leaders of Change*. (2009), Retrieved www.sedl.org/pubs/catalog/items/cha02.html.140.

- Merriams, S. *Qualitative Research and Case Study applications in Education*: San Francisco CA: Jossey-Bass, (1997).
- Middlehurst, R., Goreham, H. Woodfield, S. *Why Research Leadership in Higher Education? Exploring Contributions from the UK's Leadership Foundation for Higher Education Leadership*, (2009).
- Miller, A. N., Taylor, S. G. and Bedeian, A. G. *Publish or Perish: Academic Life as Management Faculty Live it: Career Development International*, (2011).
- Milliken, J. "The Cult of Academic Leadership, Higher Education in Europe" (1998) 23(4) 505-515.
- Moris, A. *Perspectives and Thoughts on Leadership Development in Higher Education e- Journal of Organizational Learning and Leadership*, (2012).
- Moon, S., *Empirical Quantitative Case Study in Operations Management: A Paper Establishing the Methodological Framework for a Research*. Newcastle University Business School, UK. (2007).
- Moore, B., *Inspire, motivate, collaborate: Leading with Emotional Intelligence*. Westerville, OH: National Middle School Association, (2009), 189- 190.
- _____, *The Emotional Intelligence Coaching of School Administrators: A Comparative Case Study (Unpublished doctoral dissertation)*. Ashland University, Ashland, OH, (2007).
- Moses, I., and Roe, E., *Heads and Chairs: Managing Academic Departments*. St.Lucia, Queensland: University of Queensland Press, (1990).
- Mugenda, M. O. and Mugenda, A. G. *Research methods: Quantitative and Qualitative Methods Approaches*. Nairobi: Acts Press. (2003).
- Murphy, C. *The Reward of Academic Leadership*. New Directions for Higher Education, (2003).
- NAB (2009) *List of Accredited Tertiary Institutions* Retrieved on April, 2009 from www.nab.gov.gh.
- National Accreditation Board report 2020 *On List of Private and Public Universities in Ghana* at www.schoolgh.com. Retrieved on 4th November, 2020.
- National Council for Tertiary Education www.nab.gov.gh.
- NCTE (2008), National Council for Tertiary Education. *Summary of Basic Statistics on Public Tertiary Education Institutions- 2007/2008*.
- Nkata, J. L. *Parent Participation in School Management*. Kampala. Makerere University (2005)
- Northouse, P. G. (2007). *Leadership: Theory and Practice (4th ed.)*. Thousand Oaks, CA: Sage.
- _____, *Leadership: Theory and Practice (Kindle edition)*. Los Angeles: Sage Publication. (2013).
- OECD. *Principles of Corporate Governance*. Paris, France. Retrieved from [http:// www. Oecd.org/ corporate/ ca / corporate governance principles](http://www.Oecd.org/corporate/ca/corporate-governance-principles), 2004.
- O' Leary, Z., *Researching Real-World Problems: A Guide to Methods of Inquiry*.
- O'Connor, C. A., *Successful Leadership*. Hauppauge, NY: Barron's Educational Series, (1997), Oaks, CA: Sage, (2007).
- Omar, H, *Leadership Styles and Styles Adaptability of Deans and Department Chairs at three Research Universities*, Unpublished PhD Thesis: Washington State University. (2005).
- Owusu Oduro. *Avoid KNUST Crisis University* (accessed 2nd April 2018). College of Humanities 4th International Research Conference (Ghana, Accra.2018), graphic.com.gh,
- Oyetunji, C. O. *The Relationship Between Leadership Styles and School Climate*. Botswana: PhD Thesis University of South Africa (2006),
- Palanski, M. E., & Yammarino, F. J., *Integrity and Leadership: A Multilevel Conceptual Framework*. *Leadership Quarterly*, (2009), 20(3), 405-420.
- Parry K. *Does Leadership Help the Bottom Line? (New Zealand Management)*, (2000), 38-47.
- Patton, M. Q., *Qualitative Research and Evaluation Methods 3rd ed*. Thousand Oaks, CA: Sage,(2002)
- Peretomode, V. F. *Theories of Management: Implication for Educational Administration*. Benin City: Justice Jeco Publishing Global (2012),
- _____. *Educational Administration: Applied Concept and Theoretical Perspective*, Lagos, Nigeria Joja Educational Research and Publishers, (1991).
- Perkins, P. S., *The Art and Science of Communication: Tools for Effective Communication in the Workplace*. Hoboken, NJ: John Wiley & Sons. (2008), 10-16.
- Pfaff, C. A., *Virtue Ethics and Leadership* .Retrieved from <http://www.usafa.af.mil/jscope> 15th March 2019.
- Piccolo, R. F., and Colquitt, J. A. *Transformational Leadership and Job Behaviors: The Mediating Role of Core Job Characteristics*. *Academy of Management Journal*, (2006) 49(2), 327-340.
- Podsakoff, P.M., MacKenzie, S.B., Bommer, W.H. *Transformational Leader Behaviors and Substitutes for Leadership as Determinants of Employee Satisfaction, Commitment, Trust, and Organizational Citizenship*

Behaviors: *Journal of Management*, (1996), 22, 259-298.

Pounder, J. S. "New Leadership" and University Organizational Effectiveness; Exploring the Relationship. *Leadership and Organization Development Journal*, (2001), 22(6), 281-290.

Roueche, J. E, A. Baker and R. R. Rose, *Shared Vision: Transformational Leadership in American Beyond Expectations* (New York, NY: Free Press, (1988)

Reid, M., A Critique of 'Transformational Leadership Theory: MBA paper presented at University of Greenwich Business School, London, (2009).

Rost, J. C., *Leadership for The Twenty-First Century*. New York, NY: Praeger, (1991).

Ryan, T. A., *International Behavior*. New York: Roland Press, (1970),

Salovey, P., and Mayer, J. D., *Emotional Intelligence. Imagination, Cognition, and Personality*, (1990), 9(3), 185-211. Sampler set (3rd ed.). Menlo Park, CA: Mind Garden, (2004),

Sandmann L. R. and Vandenberg, L., A Framework for 21st Century Leadership: *Journal of Extension*, (1995), 33(6), 1-9.

Sashkin M., and Sashkin, M. *Leadership That Matters*, San Francisco: Berrett-Koehler Publishers Inc. (2003).

Saunders, M., Lewis, P., and Thornhill, A., *Research Methods for Business Students* (4th ed). Harlow, UK: Prentice Hall, (2007).

Schermerhorn, J. R., Hunt, J. G., and Osborn, R. N. , *Organizational Behavior*. New York: Wiley and Sons Inc (2000).

Seale, O., *Rooting for Management Capacity in South African Higher Education* (2004).

Segal, J., *Raising Your Emotional Intelligence: A Hands-On Program for Harnessing the Power of Your Instincts and Emotions*. New York, NY: Henry Holt, (1997).

Simola, S., Barling, J. and Turner, N. Transformational Leadership and Leaders mode of Care, Reasoning, *Journal of Business Ethics*, (2002), 229-237.

Situational Leadership Theory.(2008).In Wikipedia, the free encyclopedia,(2008), Retrieved from www.en.wikipedia.org

Skrla, L., Reyes, P., and Scheurich, J. J. Sexism, silence, and solutions: Women Superintendents Speak Up and Speak Out. *Educational Review*, (2000), 116(2), 210-214.

Slocum, J.W. and Hellriegel, D. *Fundamental of Organizational Behavior*. Belmont: Thomson Redwood City, CA: Mind Garden. (2007).

Smith, Z. A. and Wolverton, M. Higher Education Leadership Competencies: Quantitative Refining a Qualitative Model. *Journal of Leadership and Organizational Studies*, (2010).

Snell, R.S., Yi, Z., and Chak, A.M.K. Representational predicaments for employees: Their impact on perceptions of supervisors' individualized consideration and on employee job satisfaction. *International Journal of Human Resource Management*,(2013), 24(8), 1646-1670. doi: 10.1080/09585192.2012.723634

Somekh, B., and Lewin, C., *Research Methods in the Social Sciences*. Thousand Oaks, CA: Sage. (2007), 3.

Spears, L., *Reflections on Leadership: How Robert K. Greenleaf's Theory of Servant-Leadership Influenced today's top Management Thinkers*. New York: Wiley, (1995).

Spradley, J. P., *TShe Ethnographic Interview*. New York: Holt, Rinehart & Winston, (1979).

Stake, R., *The Art of Case Research*. Thousand Oaks, CA: Sage, (1995).

Stogdill, R. M., *Handbook of Leadership: A Survey of Theory and Research*. New York: The Free Press, (1974).

Stone, H., Parker, J. D., and Wood, L. M., Report on the Ontario Principals' Council Leadership Study. Rutgers University, The Consortium for Research on Emotional Intelligence in Organizations, (2005), Retrieved from <http://www.eiconsortium.org>.

Tejeda, M. J., Scadura, T. A., and Pillai, R., The MLQ Revisited: Psychometric Properties and Recommendations. *Leadership Quarterly*, (2001), 12(1), 31-52.

Tierney, W. G. and Lechuga. *Restructuring Shared Governance in Higher Education: New Directions for Higher Education*: San Francisco: Jossey- Bass Inc. McGraw- Hill Irwin, 2004.

Trottier, T., M. Van Wart., and X. Wang, Examining the Nature and Significance B. M. Bass, *Leadership and Performance Beyond Expectations* (New York, NY: Free Press, (1988).

, Examining the Nature and Significance of Leadership in Government Organizations. *Public Administration Review*, 68, (2008): 319-333.

The Transformational Leadership Report (2007). Retrieved from www.transformationalleadership.net. Thousand Oaks, CA: Sage, (2005).

Tichy, N. M. and Devanna, M. A. *The Transformational Leader*, New York, NY. John Wiley, (1986).

Tongco, M. D. Purposive Sampling as a Tool for Informant Selection. *A Journal of Plant, People and Applied Research Ethnobotany Research and Applications*, 1-12.

Trocchia, P. J., Andrus, D. M., Perceived Characteristics and Abilities of An Effective Marketing Department Head. *Journal of Marketing Education*, (2003), 25, 5-15.

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

University of Education, Winneba (2017) UEW at Glance. UEW Publications

, UEW University: 19th Congregation, July 7,2013, Vice-Chancellor’s report. Accra, Ghana: Advent Press,(2013b),

, (2019) source. www.uew.edu.gh

, Strategic Plan. UEW Press, (2014-2018)

UNDP. Corruption and Good Governance. New York: Publishing, 1997.

Van Aswegen, A. S., and Engelbrecht, A. S.. The Relationship Between Transformational Leadership, Integrity and An Ethical Climate in Organizations. *SA Journal of Human Resource Management*, (2009) 7(1), 1-9.

Varghese, N.V. Growth and Expansion of Private Higher Education in Africa (New Delhi: International Institute of Educational Planning, (2006)

Warner, R. M., Applied Statistics: From Vivariate through Multivariate Techniques. Thousand Oaks, CA: Sage, (2008),

Williams, H., Characteristics that Distinguish Outstanding Urban Principals: Emotional Intelligence, Social Intelligence, and Environmental Adaptation. *Journal of Management and Development*, (2008), 27(1), 36-54.

Yammarino, F. J. Transformational Leadership Studies: Bernard Bass, Leadership and Performance Beyond Expectations; *Leadership Quarterly*, (1993) 4(3)379-382.

Yielder, J. and Codling, A. Management and Leadership in the Contemporary University. *Journal of Higher Education Policy and Management*, (2004), 26(3) 315-328.

Yin, R. K., Case Study Research (4th ed.). Thousand Oaks, CA: Sage, (2009),

Yukl, G. A. (2002). Power and influence in organization. Retrieved from www.pages.towson.edu/yukl

, Leadership in Organizations (4th ed.). Englewood Cliffs, NJ: Prentice- Hall, (1994).

, Leadership in organizations. New Delhi, India: Dorling Kindersley, (2006),

, Leadership in Organizations (7th ed.) Upper Saddle River, NJ: Prentice Hall (2010),

Zame and W. C. Hope, “Educational Reforms in Ghana: The leadership Challenge.” *International Journal of Educational Management* Vol. 22. (2), (2008): 115-128,

Zhi., H. L., A comparison of Convenience Sampling and Purposive Sampling. *PubMed*, (2014), 105-11.