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## The Perception of Administrative Leadership Style on the Performance of Nursing Colleges in the Western Region of Ghana

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### **Abstract:**

*This study sought to examine the impact of the perception of leadership styles on students' academic performances in the Asanta College of Nursing in the western region of Ghana. The study assessed the perceptions of administrator's leadership styles and to analyze the relationship between the leadership styles and students' academic performance. The study adopted a descriptive survey research design. The accessible population for the study was 250 respondents. Questionnaires were used for the study. The questionnaire was piloted to determine their validity and reliability before being used to collect quantitative data from sampled subjects. The study established that students' perception on leadership in administration, to a great extent had impact on performance. Transformational leadership style was the preferred leadership style of the college with a percentage of 33.2%; followed by instructional leadership with a percentage of 28.8%; there was a positive relationship between students' performance and leadership style adopted by the management of the institution. It was however found that there was no relationship between sex and performance of students. Several recommendations were made. Key among them were that the College management should continue in maintaining transformational leadership style as it is impacting positively on performance of the college. Also, Government should regularly organize in-service training for both management and staff on the appropriate leadership styles that could impact positively on performance.*

**Keywords:** Perception, leadership style, administrators, students, nursing etc

## **1. Introduction**

### *1.1. Background to the Study*

Leadership is the most talked and written about subject in various disciplines especially, in Educational Management. Organizations whether globalized or local needs leadership (Nasongo&Lydia, 2009). Leadership is fundamental to the organizational survival and very imperative to its success. Academic leaders are responsible for the success or failure of the academic organizations they lead. Evolving demands from both internal and external forces create a turbulent environment for organizational leaders. Research has shown that strong and supportive leadership from administrators is key for the continuous enhancement of knowledge, skills, and performance of their staff (Cashin, 1996; Nasongo&Lydia, 2009).

Currently, educational institutions are facing various problems particularly in leadership practices. This might be due to various stages of overlapping work arisen from administrative work model and management technique that create confusion in the work practice, administration, and ordering or commanding among the high level of work unit (Somjit, 2009). Meanwhile, studies including that of McElroy, (2005) has revealed that the leadership style adopted by the principal has the tendency to improve academic achievement or otherwise.

### *1.2. Statement of the Problem*

In nursing training institutions, the administrator's role is to promote performance. The success or failure of what is done in the college is attributed to the principal's leadership style (Nasongo&Lydia, 2009). He/she is the centre around which many aspects of the school revolve, being the person in charge of every detail of running the college. Effective leadership has a key role in motivating tutors towards individual and shared learning, a factor which is considered to be quite important for college effectiveness to be achieved (Leithwood&Jantzi, 2000). For any organization to get its development there is a need for sufficient and effective administrators to spearhead the affairs of the organization. This

idea is buttressed by Adesina (1990) that asserts any organization, such as schools to be effective, there is the need for good relationship among leadership and subordinates in order to promote efficiency in management.

The success or failure of any organization or institution depends on the leadership. This brings a question as to what extent does the perception of leadership style behavior demonstrated by administrators in Asanta College of Nursing, impacts performance. Is there any relationship between performance and sex of students? These questions and many more are what have prompted the researchers to conduct the study.

### *1.3. Purpose and Objectives of the Study*

The study sought to explore the impact of the perception of Administrators' leadership style behavior in the administration of Asanta College of Nursing. The study sought to find whether the leadership style behavior brings a success or failure of the students. Specifically, the study sought to achieve these objectives:

- To assess staff and students' perception regarding management leadership styles commonly used in the college.
- To determine the relationship between student performance and leadership style at the college
- To determine if there is an association between student performance and the sex of the students.

### *1.4. Research Questions*

On the basis of the issues raised, this study sought to answer the following questions:

- What is the main leadership style at Asanta Nursing and Midwifery College?
- Is there an association between the performance of student and the style of leadership used at the college?
- Is there any association between student sex and student performance?

### *1.5. Research Hypotheses*

- Ho: There is no association between students' performance and leadership style of the college.
- Ho 1: There is no significant difference in students' performance and their sex.

### *1.6. Significance of the Study*

The findings of this study may provide the Nursing Managers with the opportunity to examine their own leadership styles and reflect on how they affect students' outcomes. Findings of the study could form the basis for establishing structured in-service training courses for current and prospective Nursing and Midwifery Administrators.

The findings of this study would be contributing to knowledge, especially literature relating to Administrators leadership style to SDA Nursing and Midwifery College. The study is a contribution to in-depth and specific information that may be of good use in Ghana Educational and Nursing College policy makers.

Finally, the findings would assist Administrators, Principals and tutors in the Nursing and Midwifery Colleges in Ghana to adopt appropriate leadership style.

### *1.7. Delimitation of the Study*

The study is confined to Asanta College of Nursing, Administrators, Principals, Tutors and General officers, though it could be generalized to other Nursing Colleges in the Western of Ghana.

## **2. Review of Related Literature**

### *2.1. Conceptual Meaning of Leadership*

Theoretically, the term leadership has been defined by different scholars in different perspectives. According to Armstrong (2004), leadership refers to the influence, power and the legitimate authority acquired by one to be able to effectively transform the organization through the direction of the human resources that are the most important organizational asset, leading to the achievement of desired goals. Akech (2016) defined leadership as the process of influencing the behaviour of others towards the accomplishment of goals in a given situation. Furthermore, leadership refers to the process of social influence in which one person enlists the aid and support of others in the accomplishment of common task. The leadership incorporates the accomplishment of the task, which is the organization requirement and the satisfaction of employees which is the human resource requirement (Okumbe, 2001).

On the other hand, the term performance refers to both behaviors, results, and actions that work to achieve results or outcomes (Armstrong, 2004). Behaviors are outcomes in their own right and reactions to the product of mental and physical effort applied to tasks. In educational environments, performance is defined in terms of test scores, examination results, students' ability to socially apply what is learnt, and the rate at which students move on to higher institutions of learning. It also includes, the achievements of the school in other areas like equipping the learners with the requisite skills for survival (Elmuti, Minis & Abebe, 2005).

### *2.2. Importance of Leadership*

In colleges, leadership is an important component in guiding the teaching-learning process. It is needed to prepare students with relevant knowledge and skills in today's society to become productive citizens in the 21st century. The importance of leadership in education includes but not limited to: guiding people, developing teamwork, maintaining discipline, building morale and representing the group. Therefore, leadership is a cohesive force which holds the group

intact, the disciplinary power that keeps the group working, the electric current that energizes human actions, the insight that converts despair into hope. In fact, there is no substitute for effective leadership (Afshari, 2008).

### 2.3. Empirical Review

In a study entitled; *Effects of leadership styles on followers' performance* as conducted by Jung et al, (1999) in San Diego state in America, it was found that collectivists with a transformational leader generated more ideas, but individualists generated more ideas with a transactional leader. Group performance was generally higher than that of individuals working alone. The study implied that when a leader allows ideas from the subordinate, they feel being part of the institution's decision-making process and so performs effectively (Akech, 2016).

A study done by Kohl et al (1995) with the title *'The effects of Transformational leadership on Teacher attitudes and student performance'* in Singapore, found that transformational leadership style had significant add-on effects to transactional leadership in the prediction of organizational commitment, organizational citizenship behavior, and teacher satisfaction. Additionally, transformational leadership was found to have indirect effects on student academic achievement as compared to the other styles (Akech, 2016).

In another study conducted to assess the impact of leadership styles on academic performance in selected secondary schools in Arusha City Council, the findings indicated that, the types of leadership style used in selected secondary was participative and encourage relationship among the teachers, the study discovered that teachers are involved in decision making. There was positive impact of participatory leadership style of school heads which dominated the area on the academic performance (Akech, 2016).

### 2.4. Summary of Literature

The literature so far discussed illustrate a wide range of divergent and related views on the topic under discussion. These include the concept of leadership which authorities define as the attempt or ability of people in leadership position to use their influence to motivate individuals to work towards a desired goal. Leaders in effect act as agent of change, which are required to promote quality production.

Various authors described the behavior of leadership as the specific acts of a leader in directing and coordinating activities of a working group. The leadership style must be seen to compliment the leaders' behavior in that the style exhibits the leader's preferred way of controlling activities of subordinates in institutions. Behaviors may therefore be described as task-oriented, and person-oriented. In effect, the various roles of Administrators are a way of ensuring effective leadership are summed up thus: discipline in leadership is a way of ensuring orderliness and responsible behavior; administration is a shared responsibility, while effective supervision inspires staff towards achievement of goals. Staff training and development on the other hand ensures skills acquisition towards high performance; good relationship leads to commitment of duty and improved tone of school, while attitude to change is a key factor in school administration.

## 3. Research Methods

### 3.1. Research Design

The research design adopted for this study was a descriptive survey. The primary focus was on the perception of leadership style and behaviors of Administrators in Asanta College of Nursing.

The descriptive survey was adopted, because it was considered the most appropriate design for conducting the investigation. This is because the method helps to deal essentially with questions concerning what exists with respect to variables or prevailing conditions in a situation. (Ary et al 1994).

The survey enabled the researchers to obtain a snapshot description of the status and relationships among leadership styles of Nursing Administrators, Tutors and General Officers' outcomes at the time of the study. The survey design is also economical and relatively manageable (Polit& Beck, 2013).

### 3.2. Population

Frankel and Wallen (2003) defined population of a study as a complete set of individuals (subjects or events) having common observable traits or characteristics in which the researcher is interested and would like to generalize the result of the study.

The target population for the study was all Nursing Colleges in the Western Region of Ghana. However, the accessible population was Asanta College of Nursing and Midwifery in Ellembele District, totaling 618 nurse college students (NCS college profile 2019/2020 school year data) and administration staff of 58. In all, the total population was 676. However, the researchers used only the third-year students because they had the most experience and knowledge of the college leadership style.

### 3.3. Sample and Sampling Procedure

Gay (1990) is of the view that the minimum number of subjects believed to be acceptable for a study depends upon the type of research involved. He recommended that for a descriptive research like this, 10% of the population should be the minimum sample. He was quick to add that even large samples can lead to erroneous conclusions if they are not well selected. The target population for the study was all students and staff of Asanta Nursing and Midwifery College. The accessible population however was the third-year students and staff of the college only.

The sample population was 250 comprising 152 females and 98 males third year students. Therefore, based on Gay (1990), the minimum sample is 68. However, for the purpose of our study, the sample size was increased to 250.

### 3.4. Data collection Instruments

The data collection instruments adopted was questionnaire. Babbie (2005) contends that questionnaires are the best possible means of data collection in survey designs. Thus, the study employed primary and secondary data for the analysis.

In designing the questionnaire, the five-point rating scale was adopted in formulating closed-ended questions, which according to Wayne and Dauwalder (1994), limit the respondents' choice from the possible responses provided. The questionnaire was used to solicit information from the student respondents.

Standard tools were adapted and slightly modified to suit the methodology and objectives of this study. The modifications of the questionnaires were mainly the use of the terms Nursing Tutors and Nursing students in place of leadership style and subordinate respectively. The questionnaire was divided into five sections: Section A collected Socio-demographic data; section B contained the Administrators Behavior of Leadership style which had thirty-seven (37) items measuring the perception of college Administrators' leadership behavior styles with a five (5) Likert's scale and four (4) structured questionnaires on type of leadership.

### 3.5. Validity

Polit and Beck (2013) defined the validity of a questionnaire as the degree to which the instrument measures what it is intended to measure. The questionnaire should adequately address all aspects of the issues being studied. Face validity and content validity are the validity issues most frequently reported in the literature. The original instruments adopted for this study have been widely used for similar studies in both business and healthcare settings and therefore are considerably valid and reliable (AbuAlRub&Alghamdi, 2012). In addition, the researchers thoroughly conceptualized the constructs of the study to ensure full capturing of the content domain, conducted extensive review of literature. The questionnaire was also made up of sections that covered all the variables of investigation and was scrutinized by peers and tests experts to reflect the objectives of the study.

### 3.6. Reliability

Reliability of a questionnaire refers to that quality of measurement method that suggests that the same data would have been collected each time in repeated observations of the same phenomenon (Babbie, 2005). To enhance reliability, a pre-test of the research instrument was done using the second-year students in the same college. This pre-test enabled the researchers to ensure the reliability of the instruments. Data were analyzed using frequency and percentages, Chi-square and multiple logistics regression (Binary logit regression).

### 3.7. Data Analysis

According to Parahoo (2006), data analysis is an integral part of the research design and it is a means of making sense of data and presenting them in an understandable manner. Analysis of the data was carried out using the computer packages, R i386 3.5.3. In analyzing the data, descriptive statistics was used to summarize the data and relationship, and multiple logistics regression analysis (Linear Discriminant Analysis) was done to draw conclusions of relationships between variables. The perception of the Leadership styles of Nursing College Administrators were assessed by their subordinates using the Administrators Behavior of Leadership Style questionnaire. Each leadership style was measured using five items with scores ranging from 1 to 5. Scores below 3 indicated high use of a particular leadership style; scores 3 showed a moderate use and scores above 4 showed a lower perception.

Multiple regression analyses and ANOVA tables were used to establish the relationships between various leadership styles and administrators' behaviours, and other essential variables. The data was fairly symmetrical and both dependent and independent variables were measured on nominal scale. Thus, basic assumptions for parametric analysis were met by the data.

### 3.8. Ethical Considerations

According to Babbie (2005), ethics is mostly associated with morality and deals with issues of right and wrong among groups, society or communities. It is therefore important that everyone who is engaged in research should be aware of the ethical concerns.

In addition, the purpose of the study, assurance of privacy, confidentiality and the right of withdrawal was explained to participants and a written informed consent obtained from participants before their participation. The names of the participants or identifying data were not collected to ensure anonymity of the data.

## 4. Results and Discussion

The finding as covered in this chapter covers some socio demographical data of respondent, perception of leadership style, rank of the respondent and other characteristics. Using the logistics regression estimation, a linear discriminant analysis was used to estimate the impact of leadership styles on performance.

#### 4.1. Descriptive Statistics

Sex		Frequency	Percent
	Female	152	60.8
	Male	98	39.2
	Total	250	100.0
Age Distribution		Frequency	Percent
	18-20	53	21.2
	21-24	81	32.4
	25-30	116	46.4
	Total	250	100.0

Table 1: Demographic Data of Respondents  
Source: Thesis 2020

The Table 1 indicates that out of the 250 respondents, 152 representing 60.8% were female students while 98 representing 39.2% were male students. The study therefore included more females than males comparatively. Again, it is observed that majority of our sample fall within the ages of 25-30 representing 46.4% while the least percentage of 21.2% for those within the ages of 18-20.

##### 4.1.1. Research Question One

What is the most perceived leadership style at Asanta Nursing and Midwifery College?

Figure 1: The respondents' perception on leadership style

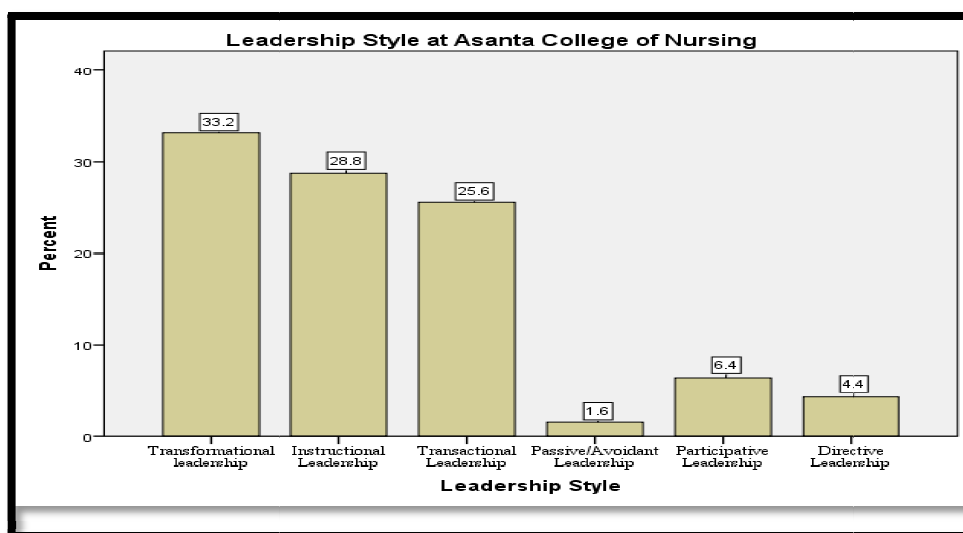


Figure 1: Leadership Style

Figure 1 above provides information on the type of leadership style that students perceive to be used in the college. A greater proportion of the students perceived that Transformational Leadership, Instructional Leadership and Transactional Leadership are highly used by the leadership of the college with percentage score of 33.2%, 28.8%, and 25.6% respectively. On the other hand, smaller proportion of the students perceive that Participative Leadership, Directive Leadership and Passive/Avoidant Leadership styles are used in the college with percentage score of 6.4%, 4.4% and 1.6% respectively. Thus, transformational leadership recorded the highest score of 33.2% while Passive/Avoidant leadership recorded the least score of 1.6%.

Figure 2: Students' performance and leadership style

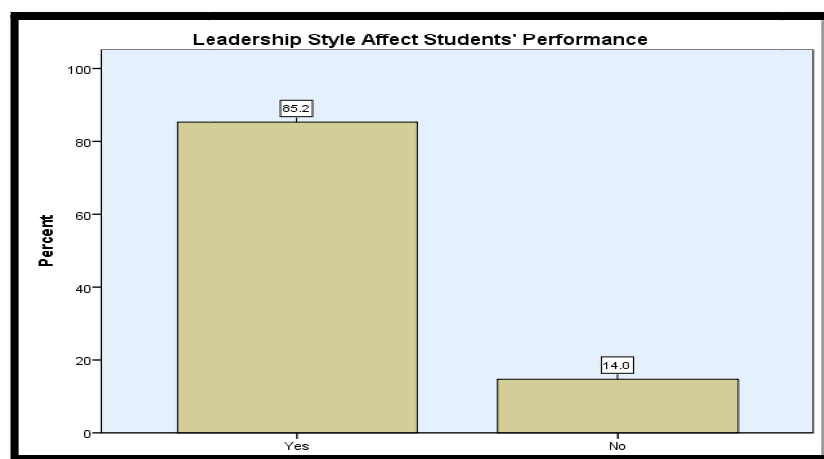


Figure 2: Students' Performance

The figure above shows that 85.2% of the respondents agreed that the leadership style of the college has effect on the students' performance. Thus, majority of the population had a fair knowledge of how effective the leadership style influences the academic performance of the college. It was anticipated in the study therefore that the better the leadership style, the better the performance of students and the vice versa.

#### 4.2. Association between Student Performance and Leadership Style

The study sought to determine whether students' performance has any association with the leadership style for the college. Following all the normal probability assumptions, chi square was used to test to determine if there is an association.

Chi-Square Tests			
	Value	df	Sig. (2-sided)
Pearson Chi-Square	15.606	5	.008
Likelihood Ratio	14.570	5	.012
Linear-by-Linear Association	14.556	1	.000
N of Valid Cases	250		
(0.05 $\alpha$ -value)			

Table 2: Student Performance and Leadership Style

##### 4.2.1. Test hypothesis 1

- Ho: There is no association between student performance and the leadership style of the college

From Table 2, Chi-square value is 15.606 with a significance p-value of 0.008, since the p-value which is 0.008 is less than the  $\alpha$ -value of 0.05, we reject the null hypothesis (i.e., Ho) and conclude that, there is enough evidence to believe that, there is association between students' performance and the leadership style. The association is considered linear.

##### 4.2.1.1. Research Question Four

Is there any association between student sex and student performance?

#### 4.3. Association between Student Sex and Student Performance

The study also sought to determine if there is an association between student performance and the sex of the student. Table 3 contain the result of the data using chi-square test of association.

Chi-Square Tests			
	Value	df	Sig. (2-sided)
Pearson Chi-Square	.829	5	.363
Likelihood Ratio	.818	5	.366
N of Valid Cases	250		
(0.05 $\alpha$ -value)			

Table 3: Student Sex and Student Performance

##### 4.3.1. Test Hypothesis 2

- Ho 1: There is no association between student performance and their sex.

From Table 3, Chi-square value is 0.829 with a significance p-value of 0.363, since the p-value which is 0.363 is greater than the  $\alpha$ -value of 0.05, we therefore fail to reject the null hypothesis (i.e., Ho 1) and conclude that, there is no

evidence against the null hypothesis. This means that there is no association between students' performance and the sex of the students, in other words the performance of student has no relationship with their sex.

#### 4.4. Logistic Regression of Student Performance on Leadership Style

The study determines to model students' performance by using a logistic regression to determine which leadership style will yield high student performance. This model is possible because it was concluded from Table 4.4 that, there is a linear association between students' performance and leadership style at Asanta College of Nursing and Midwifery. Binary Logistic Regression: Student Performance versus Leadership Style

Link Function	Logit
Categorical predictor coding	(1, 0)
Rows used	250

Table 4: Method

Source	Df	Adj Dev	Adj Mean	Chi-Square	P-Value
Regression	5	14.57	2.914	14.57	0.012
Leadership Style	5	14.57	2.914	14.57	0.012
Error	244	195.04	0.799		
Total	249	209.61			

Table 5: Deviance Table

Term	Coef	SE Coef	VIF
Constant	0.560	0.627	
Instructional leadership	1.669	0.742	2.74
Participative leadership	0.229	0.827	2.08
Passive/Avoidant leadership	0.540	1.310	1.26
Transactional leadership	0.713	0.696	3.34
Transformational leadership	1.992	0.757	2.59

Table 6: Coefficients

#### Regression Equation

$$\text{Log} \left( \frac{P}{1-P} \right) = P(\text{Yes}) = \exp(Y') / (1 + \exp(Y'))$$

The logit function derives from the table above can be written as follows:

$$\text{Log} \left( \frac{P}{1-P} \right) = Y' = 0.560 + 0.0 \text{ Directive leadership} + 1.669 \text{ Instructional leadership} + 0.229 \text{ Participative Leadership} + 0.54 \text{ Passive/Avoidant leadership} + 0.713 \text{ Transactional leadership} + 1.992 \text{ Transformational leadership}.$$

$$\text{Probability is given as } P(x=1) = e^{\text{Log} \left( \frac{P}{1-P} \right)} / (1 + e^{\text{Log} \left( \frac{P}{1-P} \right)})$$

#### Predictions

From the logit function, if all the leadership styles stated above are not desirable at the Asanta College, the logit function will become  $\text{Log} \left( \frac{P}{1-P} \right) = 0.560$ , and the probability of getting a good performance for students is  $P(x=1) = e^{0.560} / (1 + e^{0.560}) = 0.636$ . If all the leadership styles stated above are desirable at the college, the logit function will become;  $\text{Log} \left( \frac{P}{1-P} \right) = 0.560 + 0.0 + 0.54 + 0.713 + 1.992 = 3.805$ , and the probability of students to obtain good performance when all the leadership styles are employed in the college will be  $P(x=1) = e^{3.805} / (1 + e^{3.805}) = 0.978$ . If each leadership style is exclusively desired, the probability of students obtaining good performance will be 0.636, 0.903, 0.688, 0.750, 0.781 and 0.928 respectively for Directive leadership, Instructional leadership, Participative leadership, Passive/Avoidant leadership, Transactional leadership and Transformational leadership following same calculation.

From the above logit analysis, it can be shown that students have the highest probability to obtained good performance if the College leadership apply the Transformational leadership style with a probability of 0.928, followed by Instructional leadership with a probability of 0.903. It can also be shown that Directive leadership can be excluded or avoided since in the logit function, its value has no effect on the entire model, and it has the same probability as when all the leadership styles stated are not desired in the College which is 0.636. Base on this analysis it can be concluded that, the best leadership style students perceive to give good student performance is Transformational leadership followed by Instructional leadership and Transactional leadership.

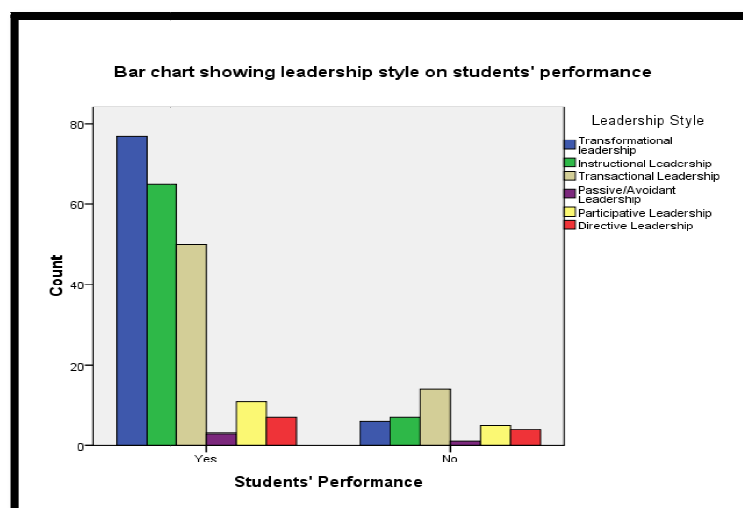


Figure 3

#### 4.5. Discussion

The results from the data have provided relevant information for decision making on the impact of leadership for Asanta College of Nursing and Midwifery. The result of this study agrees to the findings of the survey that was conducted by AbuAlRub and Algamdi (2012) that took place at Saudi with 308 nurses which suggested that nurses' job satisfaction was explained by Transactional and Transformational leadership style. This is evidence from the fact that, good students' performance is highly probable at Asanta College of Nursing and Midwifery with Transformational leadership style followed by Transactional leadership style. Moreover, this outcome is grounded when Ross and Gray (2006) mentioned that, Transformational leadership have great effect on students' performance.

The findings of the study also do not agree with the conclusion made by Wang et al (2012) that demographic data such as age, sex, influence performance, because in the Wang study specific leadership style was not measured to determine if relationship existed between these demographic data and the leadership style or not. In the case of this study, the design determined the relationship, and it was concluded that these demographic data have no relationship with the leadership styles and students' performance. Performance is solely based on the leadership style at the College.

### 5. Summary, Conclusions and Recommendations

#### 5.1. Summary of the Study

The study explored the impact of the perception leadership style had in the management of Nursing and Midwifery College, Asanta, in the Ellembele District in the Western Region of Ghana. The related literature was reviewed. The study adopted the descriptive survey research approach. Two hundred and fifty (250) respondents comprising one hundred and fifty-two (152) female students and ninety-eight (98) male students and of Asanta College of Nursing and Midwifery responded to the questionnaires.

The study assessed the perceived leadership style, association between performance of students and leadership used at the college, and association between students' sex and students' performance. The findings of the study were analyzed by using descriptive survey which was carried out by using questionnaire as the main instrument for data collection. Data were analyzed using frequency and percentages, Chi-square and multiple logistics regression (Linear Discriminant Analysis).

#### 5.2. Main Findings

The findings from the study were:

- Impact of students' perception on how leadership run administration in the college. The mean score is approximately 4.1 and standard deviation of approximately 0.66 for all the variables under administration. This implies that, students' perception on leadership in administration is to a great extent had impact on performance.
- Transformational leadership style is the preferred leadership style of the college with a percentage of 33.2%; followed by instructional leadership with a percentage of 28.8%; and transactional leadership with the percentage of 25.6% and the Passive/Avoidant leadership recorded the least score of 1.6%. Moreover, this outcome is grounded when Ross and Gray (2006) mentioned that, Transformational leadership have great effect on students' performance.
- There was a positive relationship between students' performance and leadership style adopted by the management of the institution.
- It was however found that there was no relationship between sex and performance of students.

#### 5.3. Conclusions

The Asanta College of Nursing and Midwifery has a good Administrator's leadership style behaviour that impacts all the staff and students' performances to promote the College in the District and the Western region as a whole. The



implication was that administrators or leaders should adopt the appropriate leadership styles that to impact both staff and students' performance.

#### 5.4. Recommendations

Based on the findings of the study, the following recommendations were made:

1. The Asanta College of Nursing and Midwifery should continue in maintaining transformational leadership style as it is impacting positively on performance of the college.
2. Government should constantly supply teaching and learning materials to the College.
3. The relationship between the students and leadership should be upheld.
4. Government should regularly organize in-service training for both management and staff on the appropriate leadership style that could impact performance positively.

#### 5.5. Suggestions for Further Research

The researchers suggest that the study should be replicated in other regions of the country since this was focused only on one institution.

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