Impact of Transformational Leadership on Teacher Morale and Job Satisfaction in Basic Schools in Ho Municipality

Samuel Kwabla Segbefia, Joel Nunana ATIEKU & Abraham Lincoln Torsu

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Samuel Kwabla Segbefia

Department Of Curriculum and Instructional Studies University of South Africa

samsegbefia329@gmail.com
https://orcid.org/0000-0002-8246-5287

Joel Nunana ATIEKU

School of Education, Department of Arts and Social Studies Education, Valley View University, Ghana. joelnunana1@gmail.com
https://orcid.org/0009-0000-0022-5902

Abraham Lincoln Torsu

College of Distance and e-learning, University of Education, Winneba
https://orcid.org/0009-0001-1996-688X

Abstract

The aim of the study was to assess the impact of transformational leadership style on teacher morale and job satisfaction in selected basic schools in Ho municipality, Ghana, with a focus on various leadership styles such as transformational or autocratic, to understand their influence on hygiene factors and motivators. This study aimed to provide critical insights into enhancing teacher retention and improving educational outcomes for students by boosting morale and job satisfaction among teachers .The study utilized Herzberg's Two-Factor Theory to categorize work-related factors into hygiene factors and motivators, emphasizing the importance of motivators like achievement and recognition in engaging employees and creating job satisfaction. The methodology involved a quantitative approach, utilizing survey methods to collect data from teachers in basic schools in Ho municipality, Ghana, to measure the impact of transformational leadership style on job satisfaction, with a sample size of 97 participants. The results from the linear regression indicated a significant positive effect of transformational leadership on job satisfaction, with a large effect size of 0.68, highlighting the importance of transformational leadership in enhancing job satisfaction among teachers. Recommendations from the study include tailoring leadership styles to the needs of teaching staff, focusing on developing transformational leadership qualities among leaders, and adopting a holistic approach to leadership that integrates multiple dimensions to effectively enhance teachers' morale and job satisfaction.

Keywords: *Transformational leadership, teacher morale, job satisfaction, basic schools in Ho municipality*

1.0 Introduction

Teacher morale and satisfaction are very important components for the effective functioning of any educational institution (Anastasiou & Garametsi, 2021). When teachers are motivated and content in their roles, they are more likely to engage fully in their work (Gray et al. 2020). The outcome of teacher satisfaction includes not just the act of teaching, but also the quality of their interactions with students, their enthusiasm for the subject matter, and their willingness to go above and beyond to ensure that their students succeed (Erichsen, & Reynolds, 2020). Conversely, low morale and dissatisfaction, is likely to have negative ripple effects throughout a school.

Teacher morale and job satisfaction is integral in advancing Sustainable Development Goal 4 (SDG4), which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (Odell et al, 2020). Effective leadership in schools directly influences the teaching environment, shaping teacher engagement, satisfaction, and ultimately, student achievement. When teachers feel valued, supported, and motivated, it fosters a positive learning environment, enhancing the quality of education a core tenet of SDG4. Conversely, inadequate leadership can lead to low teacher morale, affecting their ability to deliver quality education and impeding progress toward achieving universal education standards. Therefore, understanding the dynamics between leadership styles in schools and teacher satisfaction is essential for implementing strategies that improve educational outcomes, aligning with the broader objectives of SDG4 to transform education systems for global betterment.

In the Ho Municipality, a significant challenge facing selected basic schools is the evident decline in teacher morale and job satisfaction, which is closely tied to the prevailing leadership styles within these educational institutions (Ghana National Association of Teachers, 2022). Teachers, the backbone of the educational system, are increasingly disenchanted, a situation that not only hampers their professional fulfillment but also adversely impacts the quality of education provided to students. According to Podolsky, Kini, Darling-Hammond and Bishop (2020), dissatisfied teachers are more likely to leave their jobs, resulting in high turnover rates, which can be costly for schools and disruptive for students, who benefit from stable relationships with their educators.

Studies have demonstrated the significant role that leadership style plays in determining teachers' morale and satisfaction (Baptiste, 2019). According to Halim et al. (2021), effective leadership creates an environment where teachers feel valued, supported, and empowered to do their best work. This, in turn, leads to higher levels of job satisfaction and morale among teachers. Transformational leadership, which involves inspiring and empowering team members is likely to positively influence teacher morale and satisfaction (Wang, et al., 2019). Yulianti et al. (2021) observed that, transformational leaders in educational settings often build strong relationships with teachers, engage them in the decision-making process, and encourage professional growth, thereby boosting satisfaction and overall morale among the staff. This study is being carried out with the aim of assessing the impact of transformational leadership style on teacher morale and job satisfaction in selected basic schools in Ho Municipality, Ghana.

1.1 Statement of the Problem

In the Ho Municipality, a significant challenge facing selected basic schools is the evident decline in teacher morale and job satisfaction, which is closely tied to the prevailing leadership styles within these educational institutions (Ghana National Association of Teachers, 2022). Teachers, the backbone of the educational system, are increasingly disenchanted, a situation that not only

hampers their professional fulfillment but also adversely impacts the quality of education provided to students. The issue of low teacher morale and satisfaction is a pressing concern in basic schools in Ghana, particularly in the Ho Municipality. Studies have attributed low teacher morale and satisfaction in Ghana schools to several factors, such as inadequate resources, poor working conditions, and low compensation, and poor leadership styles which have led to decreased enthusiasm and job satisfaction among teachers (Akyeampong, 2022; Sarah et al., 2023).

The phenomenon of teacher brain drain is becoming increasingly prevalent in Ghana, with a growing number of teachers especially in basic schools seeking opportunities in the United Kingdom and other neighboring African countries (Ansah-Hughes, 2016; Kumedzro, 2018). This trend is indicative of deeper systemic issues affecting the teaching profession in Ghana. As pointed out by Abdul-Rahman, Tia and Hamid (2023), a significant number of teachers in Ghana appear willing to do whatever it takes to either practice their profession abroad or switch to entirely different careers. This issue in not limited to just those currently in the field; it also impacts the future generation of teachers (Abdul-Rahman *et al.,* 2023).

In addition, many university/college students studying education in Ghana are showing a reluctance to join the teaching profession after graduation; instead, they are attracted to other fields they perceive to be more financially rewarding and fulfilling in terms of career advancement (Nyaaba et al., 2023). The root cause of this widespread discontent has been shown to stem from low levels of job satisfaction within the teaching profession in Ghana. Factors contributing to this dissatisfaction include inadequate remuneration, limited opportunities for career advancement, and less-than-ideal working conditions, which also encompass leadership styles within educational institutions (Nyaaba et al., 2023; Abdul-Rahman et al., 2023). This growing sense of dissatisfaction among current and prospective teachers in Ghanaian basic schools jeopardizes not only the quality of education within the country but also threatens to exacerbate the existing teacher shortages.

In addition to the above studies, very little literature is available with regard to leadership style and teacher morale and satisfaction in basic schools in Ho municipality. A study by Cochran-Smith et al. (2021) assessed the link between teacher retention and attrition to years of teaching experience. Nolan and Stitzlein (2021) concluded that very little research has been done to determine what builds morale in the context of education in Ghana. Teacher attrition has become a major concern in the field of education and teacher morale is a key concept in keeping teachers in the field (Mee & Haverback, 2014). The problem is there is little research regarding the influence of leadership on teacher morale and satisfaction. This study therefore seeks to assess the impact of transformational leadership style on teacher morale and job satisfaction in selected basic schools in Ho municipality.

1.2 Purpose of the Study

The purpose of this study was to assess the impact of transformational leadership style on teacher morale and job satisfaction in selected basic schools in Ho municipality.

1.3 Research Objective

To determine the impact of transformational leadership style on teacher morale and job satisfaction in selected basic schools in Ho municipality.

1.4 Significance of the Study

The findings of this study would have significant importance to a number of stakeholders in the education sector in Ghana. The findings of this study would serve as an invaluable resource for school administrators and educators. By clearly outlining the strengths and weaknesses of transformational, leadership style, the findings of this study would inform how administrators approach their roles in leading and supporting their staff. Improved leadership styles tailored to the needs of the teaching staff would help enhance morale and job satisfaction, leading to better teacher retention and, ultimately, improved educational outcomes for students.

2.0 Literature Reviews

Herzberg's Two-Factor Theory

Herzberg's Two-Factor Theory, also known as the Motivation-Hygiene Theory, was developed by Herzberg (1959). The theory divides work-related factors into two categories: hygiene factors and motivators. Hygiene factors, such as salary, job security, and working conditions, are essential for preventing job dissatisfaction but are not sufficient for creating a high level of job satisfaction or motivation. On the other hand, motivators, which include achievement, recognition, and the nature of the work itself, are factors that truly engage employees and make them satisfied with their jobs (Herzberg, Mausner, & Snyderman, 1959).

Herzberg's theory is particularly relevant in the organizational context for understanding employee satisfaction and motivation. Leadership styles can significantly impact both hygiene factors and motivators. For example, a transactional leader who focuses on extrinsic rewards and punishments might be effective in maintaining basic hygiene factors but may not necessarily boost higher-level motivators such as personal growth and achievement (Alshmemri, Shahwan-Akl & Maude, 2017). Conversely, transformational leaders who engage with their team members and inspire them can contribute to fulfilling the motivators, leading to increased job satisfaction and higher morale (Bass & Riggio, 2006).

Understanding how transformational leadership styles influence these two sets of factors can provide a well-rounded picture of teacher morale and satisfaction, thereby informing targeted interventions and policy changes (Vroom & Jago, 2007). Herzberg's Two-Factor Theory provides a focused framework for understanding the multifaceted nature of job satisfaction and the role of leadership in influencing it. This theory is important in identifying which aspects of their leadership style need adjustment to enhance both teacher morale and job satisfaction, making it an invaluable tool for organizational research and development (Ewen, Smith & Hulin, 1966).

Herzberg's Two-Factor Theory is applicable to the current study because it allows the study to examine not just the factors that can prevent dissatisfaction among teachers, but also what truly motivates them. By applying Herzberg's framework, the study will be able to reveal whether various leadership styles, such as transformational or autocratic, influence these hygiene factors and motivators differently. Understanding this relationship will offer critical insights into what school leaders can do to not just prevent dissatisfaction, but also to actively boost morale and job satisfaction among teachers in basic schools in Ho municipality, Ghana, thereby influencing both policy and practice in a meaningful way.

Impact of Transformational Leadership Style on Teacher Morale and Job Satisfaction

Zhang (2023) explored the impact of transformational school leadership on teacher job satisfaction and retention. A mixed-methods approach will be used, involving surveys and focus group interviews with teachers in schools led by transformational school leaders. Quantitative analysis of survey data will be conducted to identify correlations between transformational leadership practices and teacher job satisfaction. Qualitative data from focus group interviews will provide more in-depth insights into teachers' experiences and perspectives. The study is expected to contribute to the understanding of the relationship between transformational school leadership and teacher job satisfaction. The results may inform the development of evidence-based practices for school principals to enhance teacher job satisfaction and retention, leading to improved student outcomes. This current study focus would be on four leadership style including transformational leadership style.

Similarly, Lihua (2022) examined the significance of transformational leadership styles among secondary school leaders and administrators in China. It proposes a methodology for measuring the significance of four leadership dimensions: charismatic leadership, individual consideration, intellectual stimulation, and inspirational leadership, in relation to the transformational leadership style. The study also investigated the effect of transformational leadership methods on job satisfaction. It analyzed the links between various variables and employ the Style theory to assess China's secondary education system and its performance. The proposed framework can be utilized as a comprehensive technique for assessing school system performance and addressing education problems and issues in China. It is essential for constructing the blueprint for China's educational pathway. This current study focus would be on four leadership style including transformational leadership style.

Additionally, Bibi, et al (2022) investigated the effect of transformational leadership style on job satisfaction of university teachers in Islamabad, Pakistan. The research used a quantitative approach and employed survey methods to collect data from 150 teachers selected from three universities using convenient sampling technique. The study utilized the Multifactor Leadership Questionnaire and Minnesota Satisfaction Questionnaire to measure transformational leadership style and job satisfaction, respectively. The results indicated a positive and significant effect of transformational leadership style on job satisfaction among university teachers. Specifically, the dimension of idealized influence had the highest impact on job satisfaction compared to other dimensions of transformational leadership. The findings suggest that universities should focus on developing transformational leadership qualities among their leaders to enhance the job satisfaction of university teachers. This current study focus would be on four leadership style including transformational leadership style.

Guk et al (2023) analysed the relationship between the principal's transformational leadership, teacher efficacy, and teacher job satisfaction, with a focus on the conditional process of the democratic school climate. The results show that the principal's transformational leadership has a positive impact on teacher job satisfaction, indicating that effective demonstration of transformational leadership by the principal leads to higher job satisfaction among teachers. Teacher efficacy acts as a mediator between the principal's transformational leadership and teacher job satisfaction, suggesting that the principal's leadership enhances job satisfaction through teacher efficacy. The democratic school climate has a significant impact on the relationship between the principal's transformational leadership and teacher efficacy, as well as between the principal's

transformational leadership and teacher job satisfaction. It strengthens the effect of transformational leadership on teacher efficacy and job satisfaction. The level of the democratic school climate also affects the mediation path between the principal's transformational leadership, teacher efficacy, and teacher job satisfaction. Policy suggestions are provided based on the study's findings to enhance teacher job satisfaction. This current study focus would be on four leadership style including transformational leadership style.

Amiruddin and Yudiarso, (2023) conducted a meta-analysis of 20 international research journals involving 5,047 participants from various professional backgrounds to examine the relationship between transformational leadership style and job satisfaction. The results of the study indicate that transformational leadership is effective in increasing job satisfaction, with a large effect size (d=0.68).The study found that the style of transformational leadership has a significant effect on job satisfaction in a good work environment, a good salary system, and certainty of employee status. However, the impact may differ in organizations that require improvements in these areas. This current study focus would be on four leadership style including transformational leadership style. This current study focus would be on four leadership style including transformational leadership style.

Jan and Manzoor (2021) examined the impact of the transformational leadership style of headmasters on the job satisfaction of primary school teachers in District Mohmand. The study considered four dimensions of transformational leadership: ideal influence, inspirational motivation, intellectually stimulating, and individual consideration. The findings revealed a statistically significant strong positive association between transformational leadership and job satisfaction. Transformational leadership had a 40% impact on job satisfaction, while the remaining 60% variation could be attributed to other factors. Headmasters demonstrated a very high level of transformational leadership. The study provided new insights into transformational leadership and job satisfaction, aiming to enhance leadership effectiveness, job performance, loyalty, and commitment to the organization. The researchers collected questionnaires from respondents in District Mohmand and analyzed the data using Statistical Package for Social Sciences (SPSS) version 26.0. They used statistical methods such as standard deviation, t-test, mean, and Pearson correlation. The sample included all Tehsils of District Mohmand: Upper Mohmand, Halimzai, Safi, Baran Khel, Paindiali, Ambar, and Yakaghund. Two closed-ended questionnaires, the Multifactor Leadership Questionnaire (MLQ) and the Job Satisfaction Survey (JSS), were used to collect data from the respondent teachers. The researchers employed quantitative statistical techniques, including descriptive analysis statistics, Pearson correlation, t-test (independent test), and regression, to analyze and interpret the collected data. This current study focus would be on four leadership style including transformational leadership style.

Sehol, (2022) examined the effect of transformational leadership style and compensation on teacher performance through work motivation at a private madrasah Aliyah in Buru Regency. The study used a descriptive and verification method with a quantitative research approach, sampling 41 teachers using purposive sampling technique. The results indicated that transformational leadership influences work motivation and teacher performance, and compensation directly influences the motivation and performance of teachers at Madrasah Aliyah Alhilaal Namlea Buru Regency. The Sobel test calculator calculation shows that work motivation mediates the relationship between transformational leadership and teacher performance, as well as between compensation and teacher performance. The findings of this study can be used as a source of reference and valuable information for researchers, further researchers, and parties interested in

enhancing their understanding of the topic. This current study focus would be on four leadership style including transformational leadership style.

3.0 Research Methodology

The study employed cross sectional research design. The study used a cross-sectional research design, a widely used observational approach that captures data from a population at a single point in time. This design is particularly effective for assessing prevalence, exploring relationships between variables, and generating hypotheses in fields like epidemiology and social sciences. Cross-sectional studies measure exposure and outcomes simultaneously, providing a snapshot of the population's health or behaviors at a specific moment (Voleti, 2024). They are relatively inexpensive and quick to conduct, making them accessible to researchers (Abduh, 2023).

The study target population was one-hundred and forty teachers in four Basic schools In Ho.

Table 1: Population of Teachers in the Garrison Schools

School	Male	Female	Total
7 Garrison Primary	4	24	28
Volta Barracks JHS	10	19	29
Kabore Primary	5	34	39
Kabore JHS	13	18	31
Total	**32**	**91**	**123**

The study sample size was 103 using Krejice and Morgan (1970) sample size calculator. Probability sampling is a technique where each element in the population has an equal chance of being selected. This ensures a more representative and unbiased sample, enabling robust inferences about the entire population (Creswell & Creswell, 2017). The study used simple random sampling to sample 94 teachers for the study. In simple random sampling, each individual has an equal probability of being chosen, and each selection is independent of the others.

4.0 Findings and Discussion

The study employed a self-constructed questionnaire to collect primary data from teachers and head teachers in the Garisson basic schools in Ho municipality. Questionnaires are commonly used to collect data due to their versatility and accessibility in various fields such as healthcare, linguistics, and industry (Dorneles & Mathias, 2022).

Table 2: Socio – Demographic Characteristics of Respondents

Variable	Category	Frequency N= 94	Percentage (%)
	Female	53	56.4
Gender	Male	41	43.6
Age	20- 29yrs	15	16
	30-39yrs	32	34
	40- 49yrs	35	37.2
	50yrs and above	12	12.8
	Diploma	13	13.8
Educational	First degree	64	68.1
Qualification	Master's degree	17	18.1
	Lower Primary	12	12.8
Which level do you teach	Upper Primary	18	19.1
	JHS	64	68.1

Source: Field Data (2024)

Table 1 presented the socio-demographic profile of the teachers who participated in the study. The table 1 outlined the distribution of respondents based on gender, age, and educational qualification and the level they teach. For the gender category, out of a total of 94 respondents, 53 were female, representing 56.4%, while 41 were male, representing 43.6% of the total respondents. In terms of age, the respondents were categorized into different age groups. The majority of respondents were within the 40-49 years age group, with 35 respondents, representing 37.2% of the total respondents. The second largest group was the 30-39 years age group, with 32 respondents, representing 34%. The smallest group were those from 50 years and above age group, with 12 respondents, representing 12.8%. Regarding the educational qualification, 64 respondents were the majority, representing 68.1% were respondent having first degree qualification, while least teachers are diploma holders with 13(18.1%). Finally, teachers at the JHS were the majority who participated in the study while teachers at the lower primary were the least with 12(12.8%).This table 1 provided a demographic overview of the respondents who participated in the study, offering insights into the gender, age distribution, educational qualifications and level the teachers are teaching.

Regression Analysis of the Research Hypotheses

Multiple linear regression analysis is utilized in studies to understand the combined influence of multiple independent variables on a dependent variable (Ruan, 2024). This statistical method allows researchers to explore complex relationships and predict outcomes based on several predictors simultaneously (Adu et al, 2024). By extending the principles of simple linear regression, multiple regression analysis provides a comprehensive overview of how various factors interact to impact the outcome of interest, making it a valuable tool for data-driven decision-making (Janković, 2022). A multiple linear regression analysis was done to ascertain if Inspirational motivation, Intellectual stimulation, Individualized consideration and Transformational leadership impact teacher's morale and job satisfaction. The regression analysis consists of model summary (goodness of fit), coefficient (the t-test also show those independents

variable that independently affect the dependent variables). Regression equation and collinearity statistics.

Table 3: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.716	0.513	0.491	.61479

    a. Predictor (Constant): Transformational leadership
    b. Dependent Variable: teachers morale and job satisfaction

Table 3 shows the regression model summary. R square is 0.513 which means the model formed can explain 51.3% variance of the dependent variable which is teachers' morale and job satisfaction. The relevance of a 51.3% R square in regression analysis indicates the proportion of the variance in the dependent variable that can be explained by the independent variables. Moreso the difference between the R square (0.513) and Adjusted R square (0.491) is small, this means there is no insignificant variable in the regression model. It can be infer that difference R square and adjusted R square indicate all variables in the model are significant. This means the regression model is a good model.

Table 4: ANOVA of the Regression Model

Model	Sum of Square	df	Mean Square	F	Sig
Regression	35.444	4	8.861	23.444	.000
Residual	33.640	89	.378		
Total	69.084	93			

    a. Predictor (Constant): Transformational leadership
    b. Dependent Variable: Teachers morale and job satisfaction

The essence of ANOVA in linear regression lies in its ability to assess the significance of sample regression lines, providing a clearer insight into the overall nature of regression analysis (Sungheetha et al, 2019). ANOVA is crucial in summarizing classical linear models by decomposing the sum of squares into components for each source of variation, with the F-test testing the hypothesis that a specific source of variation is zero (Hill, 2006). Table 2 presented result of ANOVA of dependent variable and independent variables (the analysis over variance explains how the independents variable jointly affects the dependent variable). As the p-value(sig)of the ANOVA is 0.000 which is less than 5% level of significance the null hypothesis is rejected which means that all the independents variables (Inspirational motivation, Intellectual stimulation, Individualized consideration and Transformational leadership) jointly predict the dependents variable(teachers morale and job satisfaction), what this means is that Inspirational motivation, Intellectual stimulation, Individualized consideration and Transformational leadership all collectively impact teachers morale and job satisfaction.

Table 5: Coefficients of the Regression Variables

Model	Unstandardized Coefficients		Standardized Coefficients				Collinearity Statistics	
	B	Std. Error	Beta		t	Sig.	Tolerance	VIF
(Constant)		.662	.576		1.148	.000		
Transformational leadership		.308	.145	.247	2.128	.036	.407	2.456

a. Predictor (Constant): Inspirational motivation, Intellectual stimulation, Individualized consideration and Transformational leadership
b. Dependent Variable: teachers morale and job satisfaction

Table 5 presented regression equation, coefficients and collinearity statistics in regression analysis technique.

As the p-value(sig) of the independent variable of Transformational leadership(TL) was 0.036 which is less than 5% level of significance the null hypothesis is rejected that which means that Transformational leadership (TL) impact teachers morale and job satisfaction. The conclusion drawn was that it is only transformational leadership that has significant influence on teachers morale and job satisfaction in the basic schools where the study was conducted in Ho municipality.

Unstandardized coefficients are utilized in regression equations to represent the actual impact of predictor variables on the outcome without adjusting for the scale of measurement, making them particularly useful when the original units of the variables are essential for interpretation (Gu, & Cheung, 2023). From table 5 regression equation was formed considering unstandardized coefficients is: Teachers Morale and Job Satisfaction = 0.662 +0.308 (transformational leadership). Additionally, unstandardized coefficients can help compare variables measured in different units and assess the effects of risk factors across diverse populations, enhancing the interpretability and comparability of results (Landis, 2014). The constant of regression model was 0.662. This indicated that even if Project success was held at constant their 30.8 % (transformational leadership), this means that as Teachers Morale and Job Satisfaction improves transformational leadership also improves by 30.8 %.

Collinearity statistics for the independents variables using Variance Inflation factor (VIF) and tolerance. The VIF for all the independent variable was below 5.0 and tolerance values for the independent's variables are more than 0.2 which implies that there is no multicollinearity among the independent variables. According to field (2009) VIF more than 5 means there is a multicollinearity however the result in table 4 indicates VIF is less than 5. When there is no multicollinearity among variables in regression analysis, it means that the independent variables are not highly correlated with each other. In other words, the effect of each independent variable can be measured independently without being influenced by the other variables (Singh, 2023). This is important because multicollinearity can introduce errors into the regression model and affect the estimates of the regression coefficients (Ellsworth, 2023).

For Transformational Leadership, the p-value is 0.036, which is less than 0.05. This result indicates that Transformational Leadership has a statistically significant impact on teacher morale and job satisfaction. Consequently, we reject the null hypothesis (H04), concluding that Transformational Leadership significantly influences teacher morale and job satisfaction in the selected basic

schools in Ho municipality. The discovery that Transformational Leadership has a substantial impact on teacher morale and job satisfaction (p-value = 0.036) is consistent with a plethora of studies that have shown the positive impact of this leadership style on teacher outcomes. Zhang (2023) discovered a positive correlation between transformational leadership practices and teacher job satisfaction, emphasising its significance in improving teacher retention and satisfaction. In the same vein, Lihua (2022) and Bibi et al. (2022) have verified that transformational leadership, specifically its components of idealised influence and inspirational motivation, significantly increases job satisfaction among university lecturers and instructors. Guk et al. (2023) also underscored that transformational leadership improves teacher efficacy, which in democratic school climates leads to increased job satisfaction among teachers. Jan and Manzoor (2021) discovered that transformational leadership is responsible for 40% of the variation in job satisfaction among primary school instructors, thereby emphasising its significance. Amiruddin and Yudiarso (2023) concluded that transformational leadership substantially enhances job satisfaction, particularly in conducive work environments, based on a meta-analysis. The hypothesis that transformational leadership has a substantial impact on teacher morale and job satisfaction is collectively supported by these studies, which corroborate the results of the regression analysis in the current study.

The study affirmed a significant positive effect of Transformational Leadership as a collective approach on teacher morale and job satisfaction, corroborating existing literature regarding the favorable impact of this leadership style. Research conducted by Amiruddin & Yudiarso (2023) and Guk et al. (2023) also substantiates this finding, emphasizing how transformational leadership contributes to enhanced satisfaction across various settings. The positive outcomes observed in Ho imply that transformational leadership practices, particularly those that foster a democratic and inclusive school environment, could further benefit educators by enhancing their satisfaction and morale. These findings underscore the potential of transformational leadership within educational settings and suggest that an emphasis on a more inclusive and supportive leadership style may optimize teacher satisfaction and morale in analogous contexts.

5.0 Conclusions

The findings indicate that Transformational Leadership significantly influences teacher morale and job satisfaction, as shown by a p-value of 0.036. This confirms that employing a comprehensive transformational leadership approach positively affects teachers' morale and job satisfaction, aligning with existing literature that emphasizes its overall impact.

The study concluded that, among the leadership styles examined, only Transformational Leadership has a statistically significant positive impact on teacher morale and job satisfaction in the selected basic schools in Ho municipality. In contrast, Inspirational Motivation, Intellectual Stimulation, and Individualized Consideration, when considered individually, do not significantly influence these outcomes. These results suggest that a holistic approach to leadership that integrates multiple dimensions, rather than focusing on singular aspects, is more effective in enhancing teachers' morale and job satisfaction.

6.0 Recommendations

The study made the following recommendations

Schools should create an environment that supports transformational leadership by encouraging open communication, recognizing teacher achievements, and providing resources that enhance job satisfaction.

Ghana Education Services and basic school heads should explore the specific behaviors associated with transformational leadership, such as idealized influence and inspirational motivation, which have been shown to enhance organizational effectiveness in educational settings.

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