

EXPLORING THE NEXUS BETWEEN TRANSFORMATIONAL LEADERSHIP AND TUTOR JOB SATISFACTION FOR CURRICULUM IMPLEMENTATION

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Abstract

The study examined the relationship between transformational leadership and teachers' job satisfaction, and determined how transformational leadership predicts teachers' job satisfaction for effective curriculum implementation in public Senior High Schools (SHS) in the Tumu Municipality of Ghana. The study adopted a descriptive correlational research design within the positivist paradigm. A census sampling technique was used to include all 194 eligible tutors because the population size was manageable, and this approach enhanced the representativeness and reliability of the findings, while the requirement of at least one year of experience ensured that participants had adequate exposure to the school environment and leadership practices to provide informed responses. Data were collected using a questionnaire which had internal consistency for transformational leadership ($r=0.83$) and job satisfaction ($r=0.79$). However, the analysis included 190 tutors because four did not return their questionnaires. The analysis included frequency, percentage, mean, standard deviation, linear multiple regression, and coefficient of variation. Findings indicated that heads of schools primarily utilised inspirational motivation ($M=4.59$, $SD=0.50$), followed by intellectual stimulation ($M=4.38$, $SD=0.49$), individual consideration ($M=4.28$, $SD=0.47$), and idealised influence ($M=3.36$, $SD=0.48$). Teachers reported high job satisfaction ($M=3.64$, $SD=0.59$), with a strong, statistically significant positive relationship between transformational leadership and tutor job satisfaction. Notably, intellectual stimulation emerged as a significant predictor of tutor job satisfaction. Consequently, improving tutor job satisfaction for the successful implementation of the CCP relies on effectively combining transformational leadership dimensions. Educational authorities in Tumu Municipality should prioritise regular training programmes for school leaders to develop practical transformational leadership skills that enhance teacher satisfaction and facilitate effective curriculum implementation.

Keywords: Transformational leadership, educational leadership, senior high schools, tutor job satisfaction, Ghana.

1.0 INTRODUCTION

This study examined how the transformational leadership style related to and predicted tutor job satisfaction in the effective implementation of curricular reforms at the Senior High School (SHS) level in Ghana's educational sector. Global competitiveness and technological developments in the twenty-first century have heightened inequalities, social breakdown, and resource depletion when not aligned with good objectives. Equipping people with the information, skills, and values needed for a sustainable future depends mainly on education (Ampofo et al., 2019; Lihua, 2022). To address complex problems, the Organisation for Economic Cooperation and Development [OECD] (2018) emphasised the need for well-defined objectives and multiple perspectives. Therefore, reaching national educational goals and creating an environment that encourages critical thinking and creativity among students depend on educational leaders.

Strategic initiatives aimed at enhancing the economies of developing countries require quality education (Kotirde & Yunos, 2014), which aligns with Ghana's objective to accelerate educational improvements for all learners. This concept guided the evaluation of Ghana's pre-tertiary curriculum and Initial Teacher Education (ITE) to ensure alignment with international agreements such as the Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs), to which Ghana is a signatory. The Ghana Education Service (GES), through the National Council for Curriculum and Assessment (NaCCA), implemented the Standard-Based Curriculum (SBC) in 2019 for kindergarten and primary school levels (GES, 2019 as cited in Mochiah & Adibi, 2023).

The second part of Ghana's pre-tertiary education reform, the Common Core Programme (CCP), is a well-crafted nine-subject curriculum for Junior High School (JHS) 1 through Senior High School (SHS) 1, or Basic 7 through Basic 10. Following the SBC (kindergarten through Basic 6), the CCP guarantees an uninterrupted transition from JHS to SHS and builds character and values, thereby preparing pupils for post-secondary education, the workforce, or both. It creates academic (HDP) and career-related (CRP) tracks from Basic 11 (SHS 2) through Basic 12 (SHS 3). Transforming the educational system from testing to developing moral, ethical, literate, confident, involved, and critical-thinking citizens is a national priority, and the review of pre-tertiary curricula for SBC and CCP addresses this. The OECD (2018) agreed that education should equip people to be active, responsible, involved citizens as well as prepare them for the workforce. Therefore, Ghana's current curricular or educational reform addresses its problems and ensures global benchmarking of the national curriculum.

The specified goals of Ghana's new curriculum reforms require active, inventive, and proactive school leaders who will work hard to change Ghana's educational system, especially at the pre-tertiary level. Effective transformational leaders are needed to drive Ghana's CCP curriculum, especially at the SHS level, thereby enabling quality education amid rapid changes in socioeconomic conditions and technology. Like many other countries, Ghana has been using curricular changes to align with evolving educational needs and global trends. The successful and practical application of curriculum reforms depends on teachers being sufficiently qualified, dedicated, and active participants. Teachers are the primary implementers of curricula, so Ntumi et al. (2023) underlined the need for sufficient knowledge, skills, and tools for effective delivery. Dzakpasu et al. (2022) noted that factors such as leadership quality, teacher motivation, professional development, and job satisfaction determine the extent to which curricular changes benefit Ghanaians.

Senior High Schools in Ghana need leaders to carry out curriculum reforms (Addai-Mununkum & Setordzi, 2023). According to Fullan (2007), transformational leadership motivates and enables stakeholders to reach common objectives, thereby promoting educational development. Transforming Teaching, Education, and Learning (T-TEL, 2021) advised school leadership on how to enhance teaching and learning. These outcomes highlight the importance of transforming leadership in Ghana's SHS curricular development. Transformational leadership has driven change, fostered collaboration, and addressed issues to improve Ghana's pre-tertiary education curriculum. Implementation has relied on school leaders, education officials, and policymakers to set goals and motivate stakeholders. For instance, with the implementation of the SBC in 2019 and the launch of the CCP, school leaders adeptly articulated the reforms' advantages to garner support from educators and parents. Hence, Bonsu et al. (2022) argued that transformational school leaders motivate teachers by fostering a shared vision aligned with curriculum reform objectives, boosting their commitment and willingness to embrace change.

Effective curriculum implementation requires qualified, skilful, and experienced educators. Thus, school leaders prioritise continuous professional development through further studies, workshops, conferences, and seminars. The GES has introduced nationwide training and professional learning communities (PLC) to improve teaching. Several school leaders have supported the use of digital resources, such as e-learning platforms and interactive methods, to improve competency-based learning. Wussah (2023) suggested that transformational leaders facilitate professional growth to address teacher training shortages. This strategy prepares educators to adopt a modern curriculum by using creative teaching methods that meet global standards and improve educational outcomes (Addai-Mununkum & Setordzi, 2023; Adutwum, 2023).

The effective implementation of a curriculum requires cooperation among teachers, parents, administrators, and policymakers. Transformational school leaders help promote these networks, involving communities and Parent Teacher Associations (PTAs) to endorse improvements. Resistance from educators, particularly during the transition to a standards-based curriculum, has been mitigated by reassurance and the emphasis on the advantages of student engagement. Addai-Mununkum & Setordzi (2023) and Edwards and Aboagye (2015) have argued that transformational leadership combines vision, inspiration, collaboration, resource mobilisation, and empowerment to overcome teacher opposition to change, inadequate resources, and inadequate training.

Transformational school leaders visit classrooms to ensure implementation and accountability. Transformative leadership has been fundamental in pre-tertiary curricular reforms in Ghana, and school leaders have pushed for resources, supported reform, helped teachers, and argued for a 21st-century education system. Transformational school leaders have enhanced monitoring and evaluation procedures to maintain accountability by conducting regular classroom observations and offering feedback to facilitate effective implementation. The foregoing suggests that transformational leadership has been crucial in executing curriculum reforms in Ghana's pre-tertiary education. Thus, school leaders have been instrumental in developing a 21st-century education system by promoting reform, supporting educators, fostering collaboration, and advocating for resources.

Research findings consistently highlight a significant relationship between transformational leadership and successful curriculum reform implementation, especially in Africa. For example, Okoth (2018) explored transformational leadership practices in Kenya's secondary schools, identifying traits like idealised influence, inspirational motivation, and intellectual stimulation as essential for effective curriculum

implementation. Menon (2024) found that transformational leadership positively affects educational outcomes, including tutor job satisfaction and organisational commitment. Additionally, Muriisa (2014) emphasised that transformational leadership helps schools adapt to evolving educational demands, facilitating effective curriculum implementation. Thus, transformational leadership is crucial for meaningful curriculum reforms in Ghana's SHSs.

Studies on curriculum reforms across different countries have consistently highlighted the importance of teacher engagement and job satisfaction in ensuring successful curriculum implementation. In the Ghanaian context, Dzakpasu et al. (2022) found that tutor job satisfaction significantly influences the successful implementation of curriculum reforms in public basic schools, suggesting that improving teacher satisfaction is a critical factor in achieving curriculum goals. While these studies provide useful insights, they mainly focus on the basic school level and do not sufficiently address the dynamics within Senior High Schools (SHSs). Existing literature also indicates that transformational leadership is closely linked to teacher satisfaction. However, Waters (2013) noted that more context-specific studies are needed to better understand this relationship. Similarly, Basar et al. (2021) and Godwin and Kabeta (2019) observed that many studies examining transformational leadership and teacher job satisfaction have been conducted outside the secondary school context, with limited attention to how leadership practices predict teacher satisfaction in relation to curriculum implementation. In addition, there is relatively little empirical evidence from Ghana, particularly studies that examine the predictive role of transformational leadership on teachers' job satisfaction within SHSs.

Given these gaps, namely the limited focus on SHSs, the lack of predictive analysis linking transformational leadership to teacher satisfaction, and the scarcity of studies within the Ghanaian educational context, this study examined the relationship between transformational leadership and tutor job satisfaction in public Senior High Schools in the Tumu Municipality. Specifically, the study sought to: determine the dimension of transformational leadership predominantly used by heads of public Senior High Schools in the Tumu Municipality in implementing the curriculum; examine the level of tutor job satisfaction in these schools; and explore how the transformational leadership style of school heads predicts teachers' job satisfaction for effective curriculum implementation.

The findings of this study add to the body of knowledge about transformational leadership as an essential part of school administration and management and may help other researchers conduct further studies on transformational leadership and tutor job satisfaction. The findings will reveal teachers' job satisfaction and establish how heads' transformational leadership affects it. Again, the findings will help the heads to identify the aspects or dimensions of transformational leadership that promote tutor job satisfaction. These would help execute curricular revisions smoothly. Furthermore, the findings will provide a foundation for policymakers and other stakeholders in public SHS in Tumu Municipality to investigate school leadership and develop ideal, relevant, and practical solutions to leadership challenges.

The findings would also help the Tumu Municipal Directorate of the GES and the Conference of Heads of Assisted Secondary Schools (CHASS) strategise on how to help heads of public SHS in the Municipality understand and practice transformational leadership, thereby boosting tutor job satisfaction. With satisfied teachers in public SHSs in the Municipality, implementing curriculum reforms would likely be seamless and successful, helping Ghana fulfil its education goals. Given these, this study analysed the transformational

leadership style utilised by public SHS heads in Tumu Municipality, the level of tutor job satisfaction, and the impact of transformational leadership style on tutor job satisfaction.

2.0 LITERATURE REVIEW

Northouse (2019) explained that leadership is a process in which leaders try to get subordinates to work together or individually to achieve a goal. According to Tengi et al. (2017), leadership is an individual's attitude and behaviour that motivates a team to work collectively and efficiently to achieve organisational goals. Many studies have shown that a strong relationship between leaders and subordinates, grounded in how leaders lead their employees, is essential for the success and sustainability of organisations (Cabaluna & Mbaw, 2021). The idea by Cabaluna and Mbaw (2021) could explain Bass's (1990) finding that leaders are responsible for (45–65%) of the universal factors influencing an organisation's success or failure. Leadership is social and changeable. Therefore, it is predictable to classify and recognise change-based leadership styles to achieve organisational goals. Thus, Basar et al. (2021) indicated that leaders could set organisational goals and visions and modify methods to attain them. Hence, transformational leadership involves leaders and followers boosting morale and commitment (Hunneman et al., 2022).

Accordingly, experts and researchers have found transformational leadership effective due to its innovation and people-oriented nature. Transformational leadership has been widely recognised and gained prominence in educational settings due to its potential to influence tutor job satisfaction. Bass (1985) introduced this theory, emphasising leaders' ability to inspire, motivate, and transform their followers to achieve organisational goals. In education, transformational leaders are visionary, charismatic, and capable of fostering a shared sense of purpose among teachers (Baptiste, 2019; Yaslioglu & Selenay Erden, 2018). Transformational leadership involves inspiring others, adapting behaviours to meet challenges, and empowering individuals to contribute to organisational change (Alessa, 2021; Tengi et al., 2017).

Transformational leadership style emphasises staff development and intrinsic motivation, enhancing both leader and subordinate motivation, responsiveness to challenges, and support for progressive practices. As such, transformational leaders prioritise addressing fundamental needs while encouraging critical thinking and innovative ideas to foster a positive work environment. Anjilus et al. (2019) found that the transformational leadership style is ideal for secondary schools, helping teachers advance their careers and improve job satisfaction. Similarly, Basar et al. (2021) noted that transformational leaders foster appreciation through flexible professional relationships.

Four "I"s (idealised influence, individualised consideration, intellectual stimulation, and inspirational motivation) constitute the four dimensions or subscales of transformational leadership (Tmal et al., 2015). Thus, Ghanaian public SHS heads must demonstrate these four transformational leadership dimensions to ensure curriculum improvements. Idealised influence, or behavioural charisma, represents the ability of a leader to serve as a role model and inspire trust and admiration in their followers. The leader exhibits high moral and ethical standards. The leader represents a charismatic figure who sets an example for their team. Through their behaviour and actions, they gain the respect and trust of their followers, who are more likely to emulate the leader's values and behaviours.

The idealised influence leader acts assertively, shares risks, and develops ideals through moral behaviour, inspiring faith in a better organisational future by redefining the vision and mission (Alzoraiki et al., 2018;

Firmansyah et al., 2022). Consequently, heads of Ghana's public senior high schools must establish goals for teachers and enhance their capacities to promote teamwork and shared interests. Heads should build a shared vision, improve teacher relations, and model excellence to achieve curriculum reform goals. By prioritising ethics and addressing teacher needs, school heads can facilitate acceptance of curriculum standards and enable effective implementation through collaboration.

Individualised consideration emphasises a leader's focus on each team member's unique needs, strengths, and aspirations. By coaching, mentoring, and supporting individuals, leaders demonstrate genuine concern for their followers' personal and professional growth, fostering a strong sense of belonging and loyalty within the team. Bastari et al. (2020) noted that leaders practising individualised consideration evaluate employees' abilities and potential, empowering them based on their unique skills and challenges. To effectively implement the Common Core Programme curriculum, heads of public senior high schools in Ghana must listen to teachers' concerns, understand their backgrounds, and prioritise their professional development to help them reach their full potential. Intellectual stimulation involves leaders encouraging creativity, innovation, and critical thinking among followers, fostering an environment where individuals and teams can question assumptions and generate new ideas. Leaders challenge team members to explore new solutions, promoting a culture of continuous learning and improvement. Firmansyah et al. (2022) noted that intellectual stimulation motivates leaders to unite subordinates around a shared organisational vision and objectives. To effectively implement curriculum reforms, heads of public senior high schools should foster intellectual stimulation by encouraging teachers to be assertive, think critically, challenge the status quo, and adopt practical problem-solving methods while also coaching them to enhance their leadership skills.

Inspirational motivation reflects a leader's ability to motivate and inspire their team through a compelling vision of the future. Such leaders articulate a clear and appealing vision that challenges the status quo, igniting enthusiasm and commitment among followers. By fostering a shared sense of purpose and direction, they encourage individuals and teams to work toward common goals (Lai et al., 2020). Consequently, heads of public senior high schools must passionately communicate the goals, vision, and objectives of curriculum reforms. Additionally, they should demonstrate commitment, effort, and honesty, qualities that teachers can emulate, highlighting the importance of transformational leaders in motivating followers to accomplish tasks.

Empirical studies on transformational leadership in educational settings reveal mixed findings regarding which leadership dimension is most dominant or influential. These variations suggest that the prominence of specific transformational leadership dimensions may differ across institutional and cultural contexts. For instance, Dankwa (2013) found that principals in Ghanaian Colleges of Education placed greater emphasis on intellectual stimulation than on inspirational motivation, individualised consideration, and idealised influence. This suggests that in that context, leaders focused more on encouraging critical thinking and innovation among tutors. In contrast, Ahmad (2018) reported a different pattern, where teachers rated their principals highest on idealised influence, followed by inspirational motivation, intellectual stimulation, idealised traits, and individualised consideration. Similarly, Obonyo (2019) observed that principals in counties such as Siaya, Kisumu, and Kajiado in Kenya most frequently demonstrated inspirational motivation, highlighting the role of vision and encouragement in motivating teachers. These differing findings indicate that the relative importance of transformational leadership dimensions is not uniform

across settings, underscoring the need for further context-specific studies to determine which dimensions are most influential in educational environments.

Tutor job satisfaction is crucial to educational outcomes and a multifaceted construct. It refers to the level of contentment, professional gratification, and overall satisfaction that teachers experience based on the job's benefits and their expectations (Fan et al., 2019; Mérida-López et al., 2018; Parveen & Bano, 2019; Sucuoğlu & Uluğ, 2022). Job satisfaction among teachers is associated with factors such as work conditions, professional development opportunities, administrative support, and leadership (Parveen & Bano, 2019). Emotionally committed and satisfied teachers are more likely to engage in their work, which can lead to improved student performance (Fan et al., 2019).

Modern education prioritises student learning with teachers as facilitators and mentors (Fauzan et al., 2020). Teachers' unique role in developing educational systems in various countries (including Ghana) is crucial, especially when they are vital to the success of teaching and learning, school and educational objectives, and the delivery of quality education. Therefore, teachers are indispensable to any satisfactory and well-organised learning system, especially in human resource development and curriculum reforms. Therefore, heads of schools and other education stakeholders should be attentive to improving tutor job satisfaction (Jafar & Isa, 2019, as cited in Basar et al., 2021). Several studies have shown that tutor job satisfaction is associated with different outcomes. For instance, Ahmad (2018) in Pakistan, Dzakpasu et al. (2022) in Ghana, and Zafar and Vikramjeet (2017) in India found moderate job satisfaction among teachers. Similarly, Mohite (2021) established moderate job satisfaction among teachers. In previous studies, Zheng and Ye (2021) in China and Ishak et al. (2021) in Kuala Lumpur, Malaysia, found that tutor job satisfaction was high. However, Abdulahi's (2020) study established low job satisfaction among public secondary school teachers.

Numerous studies across different contexts have examined the relationship between transformational leadership and tutor job satisfaction. For instance, Basar et al. (2021) in Malaysia found a positive association between principals' transformational leadership and tutor job satisfaction; individualised consideration and inspirational motivation significantly predicted teachers' job satisfaction. Other earlier studies (Ahmad, 2018; Zhang, 2022) established a significant positive impact of transformational leadership on teachers' job satisfaction. Kadbey (2018) in Abu Dhabi established that intellectual stimulation and inspirational motivation boost tutor job satisfaction in public schools. In Nakuru, Kenya, Kainyu and Kipkebut (2018) found that inspirational motivation and individualised consideration predicted tutor job satisfaction. Long et al. (2014) also discovered that only individualised consideration predicted tutor job satisfaction. In addition, Haleem et al. (2018) found that intellectual stimulation improved university teachers' job satisfaction in Pakistan.

The reviewed literature shows that transformational leadership plays a key role in influencing tutors' job satisfaction in educational institutions. However, the findings across studies are not entirely consistent, particularly regarding which dimensions of transformational leadership are most dominant or most influential in shaping tutors' experiences. These variations appear to be influenced by contextual differences such as the level of education, institutional culture, and geographical setting. In addition, much of the existing research has been conducted outside the Senior High School context or in educational systems different from Ghana's. This leaves limited empirical evidence on how transformational leadership operates within Ghanaian SHSs. Consequently, important questions remain unanswered regarding the

specific dimensions of transformational leadership that are most evident among heads of public SHSs in Ghana and how these leadership practices influence tutors' job satisfaction in the context of curriculum implementation. Addressing this gap, the present study examines the transformational leadership practices of heads of public SHSs in the Tumu Municipality and explores how these leadership dimensions predict tutors' job satisfaction for effective curriculum implementation. By doing so, the study contributes context-specific evidence to the growing body of literature on leadership and teacher satisfaction in secondary education.

3.0 METHODOLOGY

The study employed a descriptive correlational research design within the positivist paradigm to examine the relationship between transformational leadership and tutors' job satisfaction. The target population consisted of 210 tutors in all Senior High Schools (SHSs) in the Tumu Municipality. However, the eligible population comprised 194 tutors who had at least one year of teaching experience in their current schools. A census sampling technique was used to include all eligible tutors because the population size was manageable, enabling the study to obtain comprehensive data and enhance the representativeness and credibility of the findings. The requirement of at least one year of teaching experience ensured that participants had sufficient familiarity with the school environment and leadership practices to provide informed responses. Consequently, 16 tutors who did not meet this criterion were excluded from the study.

Data were collected using a questionnaire with three sections, developed based on Bass' (1990) Multifactor Leadership Questionnaire and Spector's (1985) Job Satisfaction Scale. Section one captured demographic information, section two focused on transformational leadership, and section three measured tutors' job satisfaction. A pilot test involving 50 full-time teachers from two randomly selected public SHSs, which were not part of the main study, was conducted to assess the reliability of the instrument. The results showed reliability coefficients of 0.83 for transformational leadership and 0.79 for job satisfaction, indicating good internal consistency. In the main study, responses from 190 tutors were analysed because four participants did not return their questionnaires. Data-gathering ethical considerations included informed consent, anonymity, confidentiality, and adherence to COVID-19 guidelines.

4.0 FINDINGS AND DISCUSSION

Demographic Distribution of Respondents

The demographic factors analysed were sex, age, highest academic qualification, and years of teaching experience, and they provided an understanding of the calibre of respondents used for the study. Data in Table 1 show the results of the analyses of the demographic variables.

Table 1: Analyses of Demographic Variables

| Variables | Frequency (n) | Percentage (%) |
|---------------------------------------|---------------|----------------|
| <i>Sex</i> | | |
| Male | 165 | 86.8 |
| Female | 25 | 13.2 |
| Total | 190 | 100.0 |
| <i>Age (Years)</i> | | |
| < 31 | 38 | 20.0 |
| 31-40 | 80 | 42.1 |
| 41-50 | 46 | 24.2 |
| 51-60 | 26 | 13.7 |
| Total | 190 | 100.0 |
| <i>Highest Academic Qualification</i> | | |
| Bachelor's Degree | 153 | 80.5 |
| Master's Degree | 37 | 19.5 |
| Total | 190 | 100.0 |
| <i>Teaching Experience (Years)</i> | | |
| 1-10 | 105 | 55.3 |
| 11-20 | 62 | 32.6 |
| >20 | 23 | 12.1 |
| Total | 190 | 100.0 |

Source: Field Work Data, 2022; n=190

The demographic data indicated that there were more male respondents (86.8%) than female respondents (13.2%), and that relatively more tutors (42.19%) were in the 31 to 40 years age range. The results showed that (80.5%) of respondents held bachelor's degrees, while (19.5%) held master's degrees. The results also showed that (55.3%) of the respondents had 1-10 years of teaching experience, (32.6%) had 11-20 years, and (12.1%) had more than 20 years. The suggestion is that all other things being equal, the teachers would have been at a post for a relatively long period.

Predominant Dimension of Transformational Leadership

The first research objective of our study sought to ascertain the dimension of the transformational leadership style predominantly used by heads of public Senior High Schools in the Tumu Municipality. The four dimensions of transformational leadership used in this study are idealised influence, inspirational motivation, intellectual stimulation, and individual consideration. Table 2 displays the results.

Table 2: Dimensions of Transformational Leadership Predominantly Adopted by Heads

| Transformational Leadership Styles (Sub-scales) | Mean | Standard Deviation | Coefficient of Variation (CV) |
|---|------|--------------------|-------------------------------|
| Idealised influence | 3.90 | 0.56 | 14.359 |
| Inspirational motivation | 3.63 | 0.57 | 15.703 |
| Intellectual stimulation | 3.22 | 0.55 | 17.081 |
| Individual consideration | 3.20 | 0.57 | 17.813 |

Source: Field Work Data, 2022; n=190

The data in Table 2 show that heads of public Senior High Schools in the Tumu Municipality used all the dimensions of the transformational leadership style. The means for all the subscales of transformational leadership were above the benchmark mean of 3.0 on the Likert scale (1+2+3+4+5÷5=3.0). Consequently all the subscales or dimensions of the transformational leadership outlined in the study were utilised by the heads of public Senior High Schools in the Tumu Municipality considering the mean values and standard deviation scores obtained as follows: idealised influence style (M=3.90; SD=0.56); inspirational motivation style (M=3.63; SD=0.57), intellectual stimulation style (M=3.22; SD=0.55), and individual consideration style (M=3.20; SD=0.57). The low (below 1.00) coefficient values of standard deviation obtained corroborate Andrade's (2020) suggestion that low (below 1.00) values of standard deviation imply that the data are homogeneous and clustered around the mean.

To determine the subscale of transformational leadership predominantly used by heads of Senior High Schools in the Tumu Municipality, the Coefficient of Variation (CV) was calculated by dividing each data set's standard deviation by its mean and multiplying by 100. The calculation of the CV was done to provide a standardised way to compare the subscale behaviours of transformational leadership, so that conclusions about "predominant use" are not skewed. Hence, the CV was used to determine whether a transformational leadership subscale is not only highly rated by the mean but also consistently practised (low variability), making it the predominant subscale. A subscale with a low CV suggests consistent practice, whereas one with a high CV indicates inconsistent use. In line with the recorded values for the CV, idealised influence (CV=14.359) was predominantly utilised by the school heads, followed by inspirational motivation (CV=15.703), intellectual stimulation (CV=17.081), and individual consideration (CV=17.813). Thus, the least utilised transformational leadership subscale was individualised consideration.

Level of Tutor Job Satisfaction

The second objective assessed tutor job satisfaction levels in public SHSs in the Tumu Municipality, focusing on six indicators: remuneration and benefits, working conditions, recognition, supervision and management, interpersonal relationships, and communication. Using Kong and Jamil's (2014) satisfaction levels, and a benchmark mean of 3.0 derived from the Likert scale of five responses, the results show that overall job satisfaction was high (M = 3.64; SD = 0.59) as shown in Table 3.

Table 3: Level of Tutor Job Satisfaction

| Indicators of Tutor job satisfaction | Mean | Standard Deviation | Interpretation | Coefficient of Variation (CV) |
|--------------------------------------|------|--------------------|----------------|-------------------------------|
| Remuneration and benefits | 3.44 | 0.49 | High | 14.244 |
| Working condition | 3.30 | 0.55 | Moderate | 16.667 |
| Recognition | 4.02 | 0.60 | High | 14.925 |
| Supervision and class management | 3.89 | 0.68 | High | 17.481 |
| Interpersonal relationship | 4.00 | 0.54 | High | 13.500 |
| Communication | 3.17 | 0.68 | Moderate | 21.451 |
| Level of tutor job satisfaction | 3.64 | 0.59 | High | |

Source: Field Work Data, 2022; n=190

From the results, all indicators recorded mean values above the benchmark mean of 3.0, indicating positive satisfaction levels. Specifically, recognition (M = 4.02; SD = 0.60) and interpersonal relationships (M = 4.00;

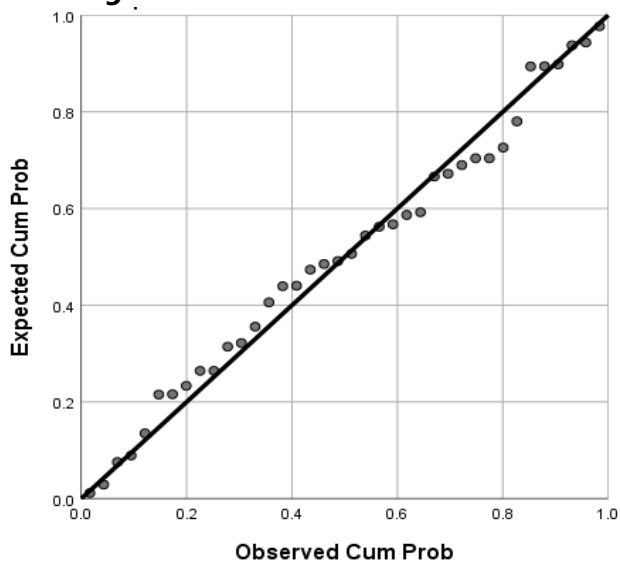
SD = 0.54) recorded the highest means, followed by supervision and class management ($M = 3.89$; $SD = 0.68$) and remuneration and benefits ($M = 3.44$; $SD = 0.49$), indicating high satisfaction levels. Working conditions ($M = 3.30$; $SD = 0.68$) and communication ($M = 3.17$; $SD = 0.68$) reflected moderate but acceptable satisfaction levels. The results indicate that tutors reported high satisfaction with remuneration and benefits, recognition, supervision and class management, and interpersonal relationships, while satisfaction with working conditions and communication was moderate. Recognition had the highest mean score, followed by interpersonal relationships, with communication recording the lowest. Standard deviations below 1.00 suggest data homogeneity (Andrade, 2020). Interpersonal relationships were the strongest indicator of job satisfaction ($CV = 13.500$), followed by remuneration and benefits ($CV = 14.244$), recognition ($CV = 14.925$), and working conditions ($CV = 16.667$). Supervision and class management ($CV = 17.481$) and communication ($CV = 21.451$) were comparatively weaker indicators of tutor job satisfaction.

Transformational Leadership as a Predictor of Tutor Job Satisfaction

The third objective examined whether heads' transformational leadership predicts tutors' job satisfaction in public senior high schools in the Tumu Municipality. In a multiple linear regression, transformational leadership (across four dimensions) was treated as the predictor, and job satisfaction as the outcome. All key statistical assumptions, including normality and homoscedasticity, were met, confirming the reliability of the findings, as illustrated in Figures 1 and 2.

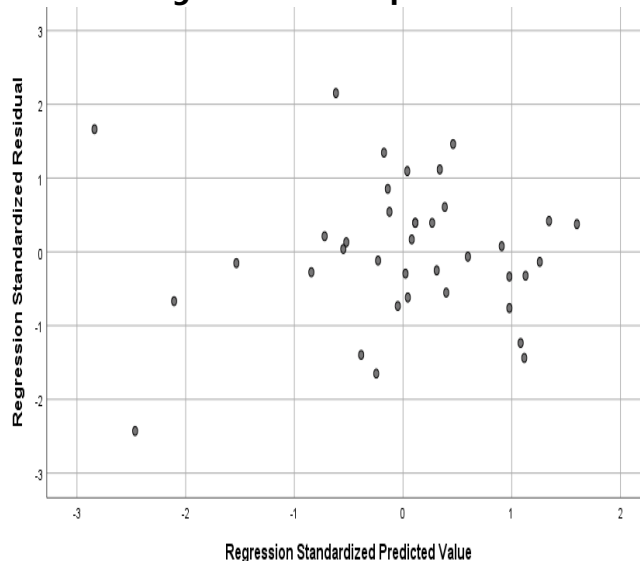
Figure 1 illustrates the goodness-of-fit of the dataset to the hypothesised theoretical distribution using a probability-probability (P-P) plot, where observed cumulative probabilities are plotted against expected values. The diagonal line represents perfect agreement between the observed and theoretical distributions. Most points closely follow this line, indicating strong alignment, while only minor deviations occur at a few points, which do not substantially affect the overall fit. The close correspondence along the diagonal suggests that the data reasonably conforms to the expected distribution, supporting the use of statistical models based on this assumption. P-P plots provide a straightforward and effective visual tool for assessing distributional fit. Figure 2 shows the standardised residuals plotted against the standardised predicted values. The residuals are scattered roughly around zero with no clear pattern, indicating that the assumptions of linearity, homoscedasticity, and independence are reasonably met. A few mild outliers are present, but no extreme deviations are observed, suggesting that the regression model provides an adequate fit to the data.

Figure 1: Normal P-P Plot



Dependent Variable: Job Satisfaction

Figure 2: Scatterplot



Dependent Variable: Job Satisfaction

The data in Table 4 summarise the results of the linear multiple regression analysis.

Table 4: Regression Model Summary on the Impact of Transformational Leadership Styles on Tutor Job Satisfaction

| Model | | | | | Change Statistics | | | | |
|-------|--------------------|----------|-------------------|--------------------------------|-------------------|----------|-----|-----|---------------|
| | R | R Square | Adjusted R-Square | Std. The error of the Estimate | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | 0.888 ^a | 0.789 | 0.763 | 7.03944 | 0.789 | 30.851 | 4 | 192 | 0.000 |

Source: Field Data, 2022; n=190; Significance: 0.05

a. Predictors: (Constant), idealised influence, inspirational motivation, intellectual stimulation, individual consideration.

b. Dependent Variable: Tutor Job Satisfaction.

The results in Table 4 show a strong and statistically significant positive relationship between the predictor variable (transformational leadership style) and tutor job satisfaction ($R = 0.888$, $p = 0.000 < .05$). Schober et al.'s (2018) suggestion that $r = 0.00-0.09$ represents a negligible relationship, $r = 0.10-0.39$ represents a weak relationship, $r = 0.40-0.69$ represents a moderate relationship, $r = 0.70-0.89$ represents a strong relationship, and $r = 0.90-1.00$ represents a very strong relationship, guided the interpretation of the relationship. Again, transformational leadership style significantly predicted tutor job satisfaction by

explaining (78.9%) of the variations in tutor job satisfaction with an R-square of 0.789, found to be statistically significant [F (4, 192) = 30.851, p = 0.000] at 0.05. The results further suggested that other possible transformational leadership behaviours not considered in this study accounted for (21.1%) of the variance in tutor job satisfaction.

Furthermore, the study examined the impact of the dimensions of transformational leadership on tutor job satisfaction in public SHS in Tumu Municipality. The standardised Beta (β) coefficient was used by considering the average value of change in the dependent variable (tutor job satisfaction) caused by a unit change in the independent variable (transformational leadership styles), made up of idealised influence, inspirational motivation, intellectual stimulation, and individual consideration leadership styles. The data in Table 5 summarise the results.

Table 5: Standardised and Unstandardised Coefficients for Transactional Leadership Style

| Model | | Unstandardised Coefficients | | Standardised Coefficients | t | Sig. | Collinearity Statistics | |
|-------|------------|-----------------------------|------------|---------------------------|-------|-------|-------------------------|-------|
| | | B | Std. Error | Beta | | | Tolerance | VIF |
| 1 | (Constant) | 19.771 | 13.277 | | 1.489 | 0.146 | | |
| | II | 0.320 | 1.135 | 0.430 | 0.282 | 0.780 | 0.281 | 3.559 |
| | IM | 0.431 | 0.290 | 0.180 | 1.487 | 0.147 | 0.436 | 2.295 |
| | IS | 1.141 | 0.258 | 0.593 | 4.415 | 0.000 | 0.355 | 2.818 |
| | IC | 0.517 | 0.491 | 0.176 | 1.054 | 0.299 | 0.229 | 4.367 |

Source: Field Work Data, 2022; n=190; Significance = 0.05; II=Idealised Influence; IM=Inspirational Motivation; IS=Intellectual Stimulation; IC=Individual Consideration

Based on the standardised Beta (β) coefficients presented in Table 5, idealised influence ($\beta = 0.430$, $t = 0.282$, $p = 0.789$), inspirational motivation ($\beta = 0.180$, $t = 1.487$, $p = 0.147$), and individual consideration ($\beta = 0.176$, $t = 1.054$, $p = 0.299$) did not have a statistically significant impact on tutor job satisfaction even though they contributed individually to tutor job satisfaction. The results indicate that, when controlling for other variables at their average levels, a one-unit increase in idealised influence would lead to a (43.0%) increase in tutor job satisfaction, while a one-unit increase in inspirational motivation would result in an (18.0%) increase, and a one-unit increase in individual consideration would contribute to a (17.6%) increase; however, these effects were not statistically significant.

In contrast, intellectual stimulation ($\beta = 0.593$, $t = 4.415$, $p = 0.000$) had a significant and positive impact on tutor job satisfaction. Therefore, when other variables are held constant at their average values, a one-unit increase in intellectual stimulation leads to a (59.3%) increase in tutor job satisfaction, making it a strong and significant predictor of tutor job satisfaction in public senior high schools in the Tumu Municipality. The study found a strong relationship between transformational leadership and tutor job

satisfaction during curriculum implementation in Ghana's Tumu Municipality. Heads of public SHSs generally exhibit competence in all four dimensions of transformational leadership, with idealised influence standing out as the most dominant. This indicates that many lead by example, demonstrating integrity, moral character, and a clear sense of purpose, which earns tutors' trust and respect. When school heads model the values they expect, tutors feel inspired, valued, and committed to shared school goals. Such leadership fosters collaboration, loyalty, and a positive school culture, thereby enhancing job satisfaction. Sustaining this approach is essential for strengthening motivation and ensuring the successful implementation of curriculum reforms.

The close rankings of intellectual stimulation, inspirational motivation, and individual consideration emphasise the need for a holistic application of transformational leadership in effective curriculum implementation. Leaders who encourage creative thinking (intellectual stimulation), inspire a shared vision (inspirational motivation), and provide personalised professional support (individual consideration) foster empowered and committed tutors. These findings align with previous research (Ahmad, 2018; Dankwa, 2013; Obonyo, 2019) and highlight the prevalence of idealised influence behaviours among principals. Similarly, studies by Okoth (2018), Menon (2024), Muriisa (2014), and Shrestha (2020) confirm that transformational leadership enhances curriculum implementation and tutor job satisfaction. Excluding teachers from decision-making undermines collaboration and reduces the impact of transformational leadership, ultimately affecting effective curriculum implementation. Thus, strengthening all leadership dimensions and fostering transparent, inclusive communication will enhance teamwork and enable SHS heads in Tumu Municipality to build collaborative, motivated school environments that promote effective curriculum delivery and improved student outcomes.

The study on tutor job satisfaction in public senior high schools in Tumu Municipality revealed high satisfaction with remuneration and benefits, supervision and class management, and particularly interpersonal relationships, indicating a collegial and respectful school climate. From a transformational leadership perspective, this reflects idealised influence and individualised consideration, as heads model positive behaviour, foster teamwork, and build trust that supports curriculum implementation. However, moderate satisfaction with working conditions and communication suggests the need to strengthen intellectual stimulation and inspirational motivation (Ahmad, 2018; Obonyo, 2019). The findings align with Zheng and Ye (2021) and Ishak et al. (2021), who reported high teacher satisfaction, but contrast with studies showing lower satisfaction (Abdulahi, 2020; Ahmad, 2018; Dzakpasu et al., 2022; Mohite, 2021; Zafar & Vikramjeet, 2017). However, low satisfaction with communication indicates a disconnect between school leaders and tutors, suggesting top-down or unclear communication that undermines trust and inclusiveness. When teachers feel excluded from decision-making, collaboration and transformational leadership weaken, hindering effective curriculum implementation. Consequently, strengthening transparent, participatory communication can enhance collaboration, motivation, and effective curriculum delivery.

The study revealed a strong, positive correlation between school heads' transformational leadership practices and tutor job satisfaction in public SHSs in Tumu Municipality, reinforcing the view that leadership style significantly shapes tutors' workplace experiences. Transformational leadership, characterised by idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration, clearly contributes to how tutors perceive and experience their roles. Notably, intellectual stimulation emerged as a statistically significant predictor of tutor job satisfaction in public SHSs in Tumu

Municipality. This finding underscores the value of leaders who challenge tutors to think critically, experiment with innovative strategies, and continuously improve their professional practice.

From a transformational leadership perspective, heads of SHSs in the Tumu Municipality are not merely administrators but also facilitators of professional growth. By encouraging tutors to question conventional methods, explore new instructional approaches, and engage in reflective problem-solving, they cultivate a culture of innovation and shared learning. Such environments naturally promote professional dialogue, peer mentoring, and collaborative engagement in curriculum planning, implementation, and assessment. When teachers feel intellectually engaged and professionally empowered, their sense of satisfaction and commitment improves. These findings align with studies by Ahmad (2018), Haleem et al. (2018), Kadbey (2018), and Zhang (2022), which emphasise the positive influence of transformational leadership on teacher outcomes. However, they contrast with Kainyu and Kipkebut (2018) and Long et al. (2014), whose findings differed. Overall, the evidence reinforces the importance of intellectually stimulating leadership in enhancing tutor job satisfaction and supporting effective curriculum implementation.

5.0 CONCLUSION AND RECOMMENDATIONS

Conclusion: Research consistently demonstrates that transformational leadership greatly enhances tutor job satisfaction and supports effective curriculum implementation. This study reaffirms the crucial role of transformational leadership in public SHSs in the Tumu Municipality, showing how leadership practices directly influence tutor job satisfaction and instructional quality. When school heads demonstrate idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration, tutors feel more fulfilled, committed, and engaged in curriculum delivery. Intellectual stimulation emerged as the strongest determinant of satisfaction, underscoring the value of leaders who promote innovation, critical thinking, and continuous professional growth. Additionally, the importance of integrity, trust, and collaboration highlights tutors' preference for leaders who model ethical behaviour and foster positive professional relationships that strengthen teaching effectiveness and curriculum outcomes.

However, the moderate satisfaction reported in communication and working conditions signals areas requiring sustained attention. Strengthening participatory decision-making, ensuring transparent communication, and improving the physical and psychosocial work environment are vital for maintaining high satisfaction levels. As Ghana advances curriculum reforms, transformational leadership becomes even more critical in sustaining satisfied tutors. These findings can inform future research, policy formulation, and quality enhancement in Ghana's public SHSs, demonstrating that deepening all dimensions of transformational leadership can boost tutor satisfaction, improve curriculum implementation, and enhance student outcomes.

Recommendations: The GES, in partnership with CHASS, should prioritise regular leadership training for heads of public senior high schools in the Tumu Municipality, emphasising transformational leadership competencies such as idealised influence, inspirational motivation, intellectual stimulation, and individualised consideration. This training will empower heads to inspire and support teachers effectively. The study highlights intellectual stimulation as the strongest predictor of tutor job satisfaction, stressing the need for school leaders to promote critical thinking, innovation, and professional growth through open dialogue and collaborative problem-solving. However, sustainable enhancement of tutor satisfaction and school performance requires a balanced application of all four leadership dimensions. Thus, school heads

should model integrity, present a compelling school vision, foster innovation, and provide personalised professional support.

Heads of public SHSs in the Tumu Municipality should strengthen communication and collaboration to improve tutor job satisfaction. They must establish transparent, timely, and two-way communication channels that promote feedback and open dialogue, while addressing concerns promptly. Encouraging participatory decision-making in curriculum planning, assessment, and instructional innovation enhances tutors' ownership, commitment, and satisfaction. Strengthening professional learning communities, peer mentoring, and collaborative problem-solving can deepen intellectual engagement and shared responsibility. Regular consultative meetings and effective information sharing will reduce perceptions of top-down leadership and build trust. Additionally, heads should adopt a personalised leadership approach by understanding teachers' needs and aspirations, offering mentorship, coaching, and targeted support to foster professional growth and improve teaching outcomes.

Heads of public SHSs in Tumu Municipality should prioritise investment in school infrastructure and learning resources to create conducive teaching and learning environments that support effective curriculum implementation. Educational authorities must ensure continuous professional development for tutors through further studies, workshops, and collaborative learning to enhance instructional capacity. Incorporating transformational leadership into leadership and CPD programmes will boost teacher motivation, job satisfaction, and the effectiveness of curriculum delivery. Regular surveys of tutor job satisfaction should be conducted to identify challenges and guide policy interventions to improve teacher retention and performance. Strengthening leadership capacity, professional development, and workplace conditions will collectively enhance curriculum implementation and promote higher educational outcomes across public SHSs in the Municipality.

The Ministry of Education (MoE), in collaboration with GES, CHASS, and other education stakeholders in the Tumu Municipality, should integrate transformational leadership principles into educational policies to strengthen curriculum implementation. This involves developing leadership standards and structured training programmes that emphasise vision-driven, empowering, and supportive leadership practices. By providing continuous professional development and resources, school heads can effectively inspire teachers to adopt innovative instructional strategies and align classroom practices with curriculum goals. The MoE should also establish accountability frameworks with clear performance indicators that reflect transformational leadership attributes. Regular evaluations, mentoring, and feedback mechanisms will help assess progress, improve leadership effectiveness, and ensure that heads of SHSs create learning environments where teachers thrive, curriculum is effectively delivered, and student outcomes are improved.

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