

Leadership Skills and Cultural Dispensation in School Management: Perspectives of SDA CoE Management, Students and Lecturers

Gifty Seiwaa Nyarko

SDA College of Education, Asokore, Koforidua
ngifty70@gmail.com

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Abstract: *Exploration study was to identify leadership styles and cultural dispensation that support effective management in schools. Strategically the study looked at how effective leadership skills and cultural dispensation adopted informs effective leadership. Using Concurrent Triangulation Design under the descriptive survey design was employed to gather and analyse data in the context of qualitative and quantitative approach, data was collected using questionnaire, and semi structured interviews. Multi stage sampling techniques was used to. select three hundred and seven (307) participants that included (20) lecturers, (2) Principal/Vice principals, (285) Teacher-trainees and one (1) officer. Frequency tables, percentages, and person correlation statistical tool. Thematic analytical frame formed the qualitative data analysis. Respondents were ambivalent about their perception about the leadership styles, again respondents agreed that the culture of the college influences the leadership style adopted. Further, the findings of the study revealed that there was statistically significant difference in the lecturer's leadership styles and their teaching experience. It was concluded that lecturers and students have varying views about use of leadership style/strategies within the college leadership, hence need for leaders to operate on same wavelength when it comes to use of leadership styles. It was therefore recommended that sensitization drive to help better understanding on use of leadership styles/strategies as well as versatility of school culture on leadership style/strategies of the SDA College of education.*

Keywords: Servant leadership skill, corrective leadership skill, transformational leadership skill, consultative leadership skill, societal culture

INTRODUCTION

Research persistently provides justifications that leadership impacts student success in school (Andrews & Soder, 1987; Hallinger & Heck, 1996; Hallinger et al., 1996; Leithwood et al., 2006;

Waters, Marzano, & McNulty, 2003). this therefore requires continuous innovations to support changes in leadership, hence the call by OECD call for regular innovations or reforms to the curriculum to offer the growing generation progressive education. Since the realization of how important teacher education is to global success, reform to teacher education is becoming progressively vital in societies all over the world (Denman and Rahma, 2018, OECD, 2016).

School leadership is as important as the school itself (Snowdon & Gorton, 2002 ref). In the school system, leadership must provide a congenial atmosphere for meaningful interaction among students, parents, teachers and other stakeholders. Effective school leaders must recognize the importance of creating a favourable culture, clearly communicating the vision and mission of the school to all stakeholders, promoting an atmosphere of trust and collaboration, and emphasizing professionalism. Knowledge of the leader become crucial as school improvement requires changes in existing practice. Policy makers have indicated that one way to create educational change is to improve school leaders (Leithwood, Day, Sammons, Hopkins & Harris, 2006). Under normal circumstances, a leader influences the direction of a school (Maher, Lucas, & Valentine, 2001) but a leader cannot accomplish change without the support of the teachers (Saphier & King, 1985). Leaders take on even greater importance during times of educational change (Leithwood, 1994).

The general concept of leadership, however, is not easily defined (Leithwood & Duke, 1999; Yukl, 2010), but three common threads are found, at least in part, in most definitions of leadership. The first thread represents leaders' efforts to improve the organization (Leithwood et al., 2006). The second thread addresses the notion that leaders must set the direction for the organization so it can be improved (Leithwood et al., 2006; Yukl, 2010). The final thread common to leadership definitions is the importance of influence (Leithwood et al., 2006; Yukl, 2010). Yukl(2010) incorporates each of these threads by defining leadership as "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives"(p. 8). The debate becomes what specific form of leadership is best suited to bring about improvement in the educational environment. Many scholars (Barnett & McCormick, 2004; Bass, 1990; Brown, 1993; Leithwood & Jantzi, 2005) agree that transformational leadership will help schools change.

A transformational leader seen in three categories and nine practices of transformational leadership (Leithwood & Jantzi, 2005) includes; setting direction, leader's ability to demonstrate competencies in the three practices of building a vision, developing specific goals and priorities, and conveying high performance expectations (Leithwood & Jantzi, 2005; 2006; Leithwood et al., 2006). The second category, developing people, includes the three practices of providing intellectual stimulation, offering individualized support, and modeling desirable professional practices and values (Leithwood & Jantzi, 2006; Leithwood et al., 2006). The final category created by Leithwood (2005) and his colleagues is redesigning the organization. It includes the three practices of developing a collaborative school culture, creating structures which foster participation in school decisions, and creating productive community relationships (Leithwood &

Jantzi, 2006; Leithwood et al., 2006). Developing a collaborative school culture is of particular importance because of the weight given by scholars to the significance of culture in schools (Huber & West, 2002; Peterson & Deal, 2002; Pritchard, Marrow & Marshall, 2005). such transformational skills require a strategic approach to leading.

The USAWC has traditionally defined strategic leadership as:

The process used by a leader to affect the achievement of a desirable and clearly understood vision by influencing the organizational culture, allocating resources, directing through policy and directive, and building consensus within a volatile, uncertain, complex, and ambiguous global environment which is marked by opportunities and threats.

Further, strategic leader

Strategic leaders guide the achievement of their organizational vision within a larger enterprise by directing policy and strategy, building consensus, acquiring and allocating resources, influencing organizational culture, and shaping complex and ambiguous external environments. They lead by example to build effective organizations, grow the next generation of leaders, energize subordinates, seek opportunities to advance organizational goals, and balance personal and professional demands
(2008 CSA General George Casey)

Leadership thus, need to have the ability to influence others and this is a key element of the leadership process (Bass, 1981), in which an individual involves a group of people to accomplish common objectives (Northouse, 2015). the understanding of the concept underlines the importance of the leader's actual and desirable traits, the collection of knowledge and skills that they need to perfect, and the leadership style they need to adapt to the members of the collective and to the specific characteristics of the situation at hand. Possessing these communicative attributes, coupled with a high degree of persuasiveness, provides the leader with the necessary tools to build support, build consensus, and negotiate successfully. Communicating in a brief, clear, and persuasive manner--a considerable challenge when dealing in a vague, uncertain environment--is a competency strategic leaders must master. These competencies are supported by a broad and rich frame of reference developed throughout the leader's life that enables the leader to deal with tremendously complex issues and events (USAWC, 2010). Within the colleges of education, Abieni (2024), Amoah (2012) all provide the understanding that leadership and for that matter all assign a position within the schools need to have specific leadership skills that can support their duties. However, Amoah (2012) is of a different view and thinks that specific skills of leaders are learnt on the job, when the person is assigned the specific duty.

Leadership implants desirable values, develops a culture of mutual understanding, and reinforces cohesion. It creates the frameworks for understanding, purpose and meaning of collective action (Jacobs & Jaques, 1987, USAWC, 2010) and delivers symbols and stories that help shape and reinforce the collective identity. Strategic leaders must therefore have skills in

analyzing cultural assumptions, identifying functional and dysfunctional assumptions, and evolving processes that enlarge the culture by building on its strengths and functional elements. The strategic leader must take steps to shape the organization's culture in a manner that supports and helps to communicate the vision. Tasks within this area include:

- Ensuring that organizational culture is aligned with the future demands of the environment yet also built on values deemed essential by the leaders and members of the organization.
- Ensuring the organization's values are rooted in aligned underlying assumptions that position the organization to maintain competitive advantage in the future.
- Ensuring that stated values, as related to the strategic vision, are communicated throughout the organization and are internalized by its members.
- Building consensus within the organization to gain support for goals and objectives that support and achieve the vision.

Leadership inspires commitment in members and strengthens connections, provides a purpose, and aligns unity in collective action. Strategic leadership that supports value-based, institutional and social arrangements that reflect the existing ideology and serve to ensure its survival (Darko Tipuric, 2022). Managerial perspective, thus is based on strong trust in the leader, leader's willingness and capability of long-term planning, strategy formulation and decision-making, through which the leader can influence the positioning of the organisation in its environment. Obviously, one should not strive to an unreachable ideal of rational action, but rather one should accept the world as it is and act in accordance with it. In view of this Noel Tichy posits (2022 p26) asserts that, "As long as a culture fits the external environment, it succeeds, but when the external realities change, the culture has to change as well...at certain critical stages, radical cultural shifts are needed, and without leadership, they just don't happen". To foster the use of convenient cultural environment leadership must appreciate the environment and multiple cultures in which they will operate, the competencies they must develop, and the tasks they must perform vis a vie being able to communicate a vision, shaping climate, influencing culture, coaching, mentoring, teaching, and exemplifying appropriate behaviors.

Similarly, the structure, culture, personnel policies, and technology also need to be *aligned* with the vision and strategy in order to achieve the vision and maintain competitive advantage (Amoah, 2012, Owusu, 2006). Alignment needs to be both vertical — the lowest levels of the organization understand and accept the big picture, and horizontal — each of the stovepipes that come together at the strategic level are in sync (Darko Tipuric 2022). hence for strategic management *a strategic leader should be well-versed in strategic thinking concepts in order to adequately support and advise the leader* since public support has become an increasingly vital ingredient in successful management of institutions. Support therefore must come from external stakeholders by building consensus and providing access to otherwise unavailable resources as

well.

Within organisational culture, the way leaders interact with employees and manage their teams has a profound influence on the culture. In view of this Leadership style which can range from, supportive, transformational corrective, democratic and collaborative informs how authorities manages and directs.

Organisational culture within the context of the study has that ascribes how things are done within an organization (Owusu-Mensah ,2006; Amoah, 2012). These features shape employee behavior, influence decision-making, and contribute to the overall work environment Organizational culture is important because it affects employee satisfaction, performance, and retention, as well as the organization's ability to adapt to changes in its environment. It is often described as "the way things are done around here" and can be either a strong force for cohesion and productivity or a barrier to innovation and change if not aligned with the organization's goals, however, organizational culture can vary widely depending on the organization's values, objectives, and approach to achieving goals.

Different leadership skills interact with teaching experiences to support effective decision within the environment vis a vis the skills exhibited. Specific leadership interact with different leadership skills for instance, *Servant Leadership that relates with Teaching Experience among Teachers as found out in Malaysia* (Noor, Ismail, & Yusof 2017); *Teacher Leadership Styles (transformational, supportive, and servant leadership) on School Culture as found in South Africa*(Naidoo,, & Petersen, 2015); *Teacher Leadership Practices: A Study on Transformational, Servant, and Consultative Leadership Among Teachers in Turkey* (Kaya, & Tekin, 2019). these studies used qualitative approach, survey approach and quantitative approaches respectively hence, the study emphasises on the mixed method approach.

The perception and understanding of one's environment, self-defence, and types of behaviour depend on culture, language and collective heritage, on interactions with others, and on the awareness and understanding of one's position in the society (Darko Tia,2022). People belong to more than one social group at the same-time, connecting with others to meet their needs and to realise their own and common interests, and assuming different roles and duties. They are influenced by different ideologies and social settings and conceptions, and their identities reflect collective and individual experiences, developing on the basis of a weaker or stronger perception of membership in a group. Most organisations established rules of conduct and organizational set- tings, embedded culture and ideology, and non-formalized ways of acting and interacting with the surroundings.

Underpinning theoretical Theory-Bronfenbrenner's Ecological System Theory (2005 Model)

Bronfenbrenner's 2005 Bioecological Model rest on five nested systems within any institution especially educational one that includes Microsystem – immediate environments (e.g., school, teachers, peers). Mesosystem – interactions among microsystems (e.g., family–school communication), Exosystem – external contexts affecting the child indirectly (e.g., parent workplace, school board) Macrosystem – broader cultural values, norms, policies and Chronosystem – the dimension of time, including life transitions and historical shifts

Juxtaposing School Leadership Skills Across Bronfenbrenner's Layers, it could be realised that Microsystem focuses on instructional & relational leadership that fosters building strong teacher–student bonds, culturally responsive pedagogy, individualized support. In addition, with cultural context. inclusive classroom leadership is crucial hence it reflects students' cultural backgrounds, promoting identity safety and academic engagement. On the other hand, partnerships within the school and community, is seen to be enshrined in mesosystem with the focus on effective communication strategies, fostering of parental involvement in decision making by mediating between home and school which sometimes reinforces the cultural dispensation that are integrated within the interaction. In as much as cultural issues prevail within any interaction, leadership need to navigate and honour cultural values that are transmitted through family ensuring trust with the leadership approaches used by leaders as championed by Abeini(2024).

Within any exosystem, community & policy engagement thrives, hence it requires networking with community organizations, interpreting broader policy shifts, advocating for resources as the bedrock for the interactions. The underpinning issue here with regards to the study requires that respondents are sensitive to socioeconomic and cultural inequities since it under girds equitable decision-making to support cultural as regards cultural context. This therefore reinforces macrosystem that hinges on cultural norms & educational Ideologies. In effect there is the need to cultivating cultural intelligence, shaping school culture to resonate with macro-level values, embedding inclusive policies (e.g., social justice leadership). Within the Cultural context, leadership styles must reflect and adapt to national or community values, norms, and beliefs.

Ecological Layer	Leadership Focus	Cultural Implications
Microsystem	Teacher coaching, relational support	Culturally responsive teaching enhances identity safety and learning
Mesosystem	Family engagement, bridging communication	Acknowledging family cultures strengthens partnerships
Exosystem	Community liaison, policy navigation	Cultural context determines effective engagement with external systems
Macrosystem	School culture and norms, equity and inclusion	Aligning leadership with societal values and diversity
Chronosystem	Leading through transitions and reform	Adapting to historical and demographic shifts in school culture

Source: <https://www.studocu.com/en-nz/document/massey-university/context-of-nursing/using-bronfenbrenners-ecological-theory-to-understand-community/27494140>
retrieved 18/06/2025

The theory supports holistic leadership development, where effective school leaders don't just manage classrooms, but they navigate relationships across families, societal, and cultural dimensions. In addition leadership need to infuse cultural awareness through building trust, inclusion, and academic growth. With this, Bronfenbrenner's chronosystem reminds leaders that strategies must evolve with time—policy changes, societal events, and shifting values demand flexible leadership. Hence by leveraging Bronfenbrenner's ecological lens, school leaders can precisely tailor their skills to each layer of influence, ensuring that cultural relevance and contextual sensitivity are woven into every aspect of school management. This holistic approach enhances both educational outcomes and the cultural responsiveness of leadership practices.

Recent literature reviews have explored themes that drive organizational performance, especially HEIs performance such as effective leadership (Alonderiene and Majauskaitė, 2016; Awuzie and Emuze, 2017; Spendlove, 2007), organizational culture (Haryono and Arafat, 2017; Ibrahim et al., 2018; Imam et al., 2013), and quality assurance (López et al., 2015; Lyytinen et al., 2017; Martin, 2016; Mourad, 2017; Prakash, 2018; Sadler, 2017; Santos and Dias, 2017; Tam, 2001; Yingqiang and Yongjian, 2016). However, some literature fails to prove that leadership has an influence on quality of student support (Sihombing et al., 2018) and organizational culture (Shiva and Suar, 2012). not much has focused on explaining the relationship by examining key factors and circumstances that maximise administrator's ability to impact individual projects within an organisation and the overall organisational performance. In that regard, some studies have tried to explain the relationship between leadership and strategic management by emphasising the vital role of managers in supporting the best utilisation and development of skills and flexibility of staff (Acton & Golden, 2013). Similarly, others focused on performance incentives and the development

of robust appraisal and consequent implementation of appropriate systems like QA for motivation and reward (Behery & Paton, 2018).

Meanwhile, in the literature, research on administration and performance, assumptions on the effects of administrative procedures on employees are rarely investigated regardless of the model that is espoused (Theriou & Chatzoglou, 2019). As a result, the study is eliciting perspectives of leaders about leadership capabilities, quality culture and quality students' support is believed by the researcher to be crucial.

Extant literature on studies focusing on the relationship between leadership, culture, and student support is still not exhaustive. Hence, this study will fill gaps in the case, primarily by exploring the perspectives of leaders in SDA CoE on leadership qualities, quality of culture and quality of students' services.

The focus of this study, therefore, is exploring the Quality of student support, leadership capabilities and school culture that are essential for a better linkage between the study variables. This study therefore purposes to empirically explore perspectives of leadership capabilities, quality cultural dimension and quality student support in SDA CoE in the Eastern region of Ghana. Objective for the study included;

1. Explore management style (skill) and that influence student support in SDA CoE
2. Examine school culture dispensation in SDA CoE
3. Establish the relationship between leadership skills and teaching experience of lecturers in SDA CoE

Research questions

The following three (3) research questions guided the study;

1. What leadership style (Skill) makes the school management team exceptional in terms of student support in SDA CoE?
2. How are cultural dispensation informing leadership performance within SDA CoE?
3. What relationship exist between the leadership skills and the teaching experience of SDA CoE lecturers?

METHODOLOGY

The study adopted the Concurrent Triangulation Design under the descriptive survey design to gather and analyse data in the context of qualitative and quantitative approach, data was collected using questionnaire, focus group discussions and semi structured interviews. The Multi stage sampling techniques was used to select three hundred and seven (307) participants that included twenty (20) Tutors, who are heads of departments, units heads and coordinators, two (2) Principal/Vice principal, and one (1) officer and (285) Teacher-trainees. The principal, vice

principal and the assessment officer were critical case and purposively selected because they are considered as information rich sample. The lecturers were conveniently selected, and the students (including prefects, class prefects, subject course prefects and any position holding student) were selected based on stratification and random techniques.

Semi-structured interview guide developed based on the objectives and issues in the research questions, by me, the researcher, to elicit information from the principal, vice principal and the assessment officer. A questionnaire sectionalised into leadership qualities, leadership and cultural dispensation within the college using four (4) likert scale was developed and used to elicit information from the selected participants. A reliability coefficient of 0.89 was established using the croncbah statistical tool to validate the questionnaire and the respondent validation strategy was used to ensure data trustworthiness and authentication of the interview guide. Lecturers and student responded to the items in the questionnaire. Data was collected after seeking permission from the college authority, as well as consent from the participants. Data collection took three (3) weeks as schedules were developed to ensure each of the categories of respondents were given specific periods when data was to be collected as scheduled. The interview data was analysed thematically after reading and rereading to generate the coding regime and subsequent themes (using Targutte software) from the data collected. the quantitative data was analysed using %, AND Pearson Product Correlation with alpha value ($\alpha=0.05$).

Analysis of Data

Research question one: **What leadership style (Skill) makes the school management team exceptional in terms of student support?**

Table 1: Types of leadership skills exhibited at SDA CoE

Type of leadership	Students #(%)	Lectures #(%)
Supportive	280(98.2)	18(90)
Correctional	282(98.9)	20(100)
Transformational	208(72.9)	20(100)
Consultative	285(100)	19(95)
Servant	282(98.9)	20(100)

Source: Fieldwork (2025)

Results from Table 1 indicate that both students and lecturers overwhelmingly indicated that the school administrators exhibited suggested leadership skills. Among the students servant (98.9%), consultative (100%), correctional (98.9%) had majority of the students indicating as the most leadership skills exhibited by the leaders. With the lecturers, servant (100%), transformational (100%) and correctional (100%) were what the lecturers indicated. The results indicated that servant and correctional skills were most indicated by both students and lecturers.

With reference to the interview scripts the following themes were gathered under the leadership

skill; transformational, servant, corrective leadership skills.

Transformational skills

My duty is to inspire and motivate the lecturers to do their best as I always use the vision to talk to them (P1)

What I normally do is to motivate them to ensure they publish and be more innovative (P2)

With the way everything is moving around the work I always, if I get the chance with any of the lecturers, ask them to develop strong relationship towards empowering them and encourage them to be innovative. (Of1)

From the interactions, it was found out that they exhibited the transformational leadership skills and this support the views expressed by both lecturers and students. The views expressed signified the need to use transformational leadership skills to support effective management this collaborates what (Herminingsih, 2011; Klein et al., 2013; Gholamzadeha et al., 2014) said that transformational leadership has an important role in organizational culture, especially in a leadership vision dimension.

Servant/Correctional leadership skills

The following came out to support the theme.

I always guide the lecturers in whatever they do if I come into contact with them (P1)

Creativity and self management has been my core ideas that I give the lecturers on any time I meet them (P2)

My is to use my personal experience to show how Ive been able to motivate myself to rise to where I am now (Of1)

The interactions support the idea of how servant leaderships skills are exhibited over a period and support Naidoo, & Petersen, (2015) and Kaya, & Tekin (2019) ideas of disciplined focus issues.

Research question 2

2. Supportive cultural dispensation within SDA CoE?

Table 2: Cultural dispensations within the College

Supporting cultural dispensation within SDA CoE	Tutors #(%)		Students #(%)	
	Yes	No	Yes	No
School culture	18(90)	2(10)	250(88)	35(12)
Individual's culture	15(75)	5(25)	240(88)	45(12)
Cultural perspectives	18(90)	2(10)	267(94)	18(6)
Spiritual issues on campus	20(100)	0(0)	277(97)	8(3)
Communal Issues	19(95)	1(5)	270(98)	15(5)
Respect	20(100)	0(0)	280(98)	5(2)
Socioetal culture	18(90)	2(10)	280(98)	5(2)

Source: Fieldwork (2025)

Table 2 presents the cultural dispensations experienced on the SDA campus. Among the responses by the students, respect(98%) and societal culture(98%) were among the cultural issues experienced on the collage. Among the lecturers respect and communal issues (95%) came out strongest as the cultural issues on campus. On the whole the respondent overwhelmingly agreed the cultural dispensation is very crucial on the school campus.

Research question 3

3. What relationship exist between the leadership skills and the teaching experience of SDA CoE lecturers?

This research question explores the relationships between key variables; years of teaching (YT), supportive(SU), correctional(CO), transformational (TR), consultative(CV) and servant(SE) leadership skills to determine the strength and direction of associations. Pearson correlation was used, and significance is reported at the 0.05 level.

Table 3 Correlation Statistics

	YT	SU	CO	TR	CV	SE
YT	1					
SU	.527**	1				
CO	.762**	.517**	1			
TR	.670**	.751**	.676**	1		
CV	.651**	.660**	.641**	.737**	1	
SE	.454**	.444**	.510**	.454**	.554**	1

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

Source: Field Study (2025)

Table 3 shows the correlation statistics between the main variables: Years of teaching (YT), supportive (SU), correctional (CO), transformational (TR), consultative (CV) and servant (SE). The results show strong positive correlations among most variables, particularly between YT and TR ($r = .750, p < 0.01$), and between TR and CV ($r = .837, p < 0.01$). This indicates that the leadership skills employed in CoE had the strongest influence on teaching experiences, and that other leadership skills were closely aligned with teaching experiences. These strong correlations suggest that an integrated leadership skills approach activities can effectively be teaching experiences in CoE. This aligns with Bronfenbrenner's Ecological System Theory (2005 Model) which emphasizes the importance of understanding influences between individuals' development and their surrounding environment. Leadership skills are interactive and relatable likely enhance teaching experience that support success which will also be contributing to their interest in developing integrated leadership skills.

Additionally, the strong correlation between TR and CV ($r = 0.737, p < 0.05$) highlights that TR engagements may reinforce teaching experience. According to Bronfenbrenner's Ecological System Theory (2005 Model) individuals understanding influences between individuals' development and their surrounding environment which invariably is linked to leadership skills of leaders and they are more likely to stay engaged.

The correlation coefficient between YT and SE ($r = 0.454, p < 0.05$) indicates that while years of teaching contribute to servant leadership skills, their influence is less pronounced than that of years of teaching and other leadership skills. This may be due to the level teaching experience, which, if not determined thoughtfully, may not inspire interest or perceived value of leadership skill.

DISCUSSIONS

Leadership style (Skill) and student support

The findings of the study demonstrate an overwhelming support for the suggested leadership skills that makes the school management exceptional. The leadership skills identified were Supportive, Correctional, Transformational, Consultative, and Servant leaders. From the study these dimensions are essential for ensuring that effective decision and the required skills and motivation to support the college's goal and objectives, creating a positive work environment that enhances productivity and happiness. For effective leadership, there need to be a strategic leader because such competencies are supported for the leader to deal with tremendously complex issues and events as argued by (USAWC, 2010). Leaders are thus expected to have specific skills as opined by Amoah (2012) and this supports Amoah (2012) idea of exhibiting leadership skills. The findings are in line with what (Jacobs & Jaques, 1987, USAWC, 2010) proposes leaders need to have better understanding of what collective action means.

Again within any institution to build a skilled and competent workforce capable of driving the institution's performance, exhibiting leadership skills is crucial hence the study supports Abeini (2024) view on having strategic skills. This implies that Colleges of Education in the Ashanti Region of Ghana experience advantages when they promptly fill vacant positions, engage stakeholders in the decision-making process of selecting candidates, and make investments in hiring individuals who are well-suited for the roles. These practices ensure that staff members possess the necessary skills to support the college's mission and goals, resulting in a unified workforce that contributes effectively to the objectives of the institution. By giving priority to the use of strategic skills that can improve organisational performance.

Lastly, the study focused on identifying leadership skills, which are in line with Abeini (2024) study showing a link between leadership skills in work practices and favourable organisational results in Ghana. It highlighted the need of cultivating a culture that appreciates employee use of strategic leadership skills crucial for encouraging a feeling of ownership and engagement among instructors. Colleges of Education can foster responsibility, collaboration, and engagement among staff by supporting making effective decision that are fair, objective, and in line with institutional goals. This fosters an effective decision making such that learners feel appreciated, listened to, and inspired to give their utmost effort, hence enhancing organisational performance.

Supportive cultural dispensation

The college support an environment by engaging staff in decision-making, promoting open communication, and offering chances for meaningful participation. This approach instills a sense of value, trust, and empowerment among the staff, enabling them to contribute their utmost. The feeling of autonomy and participation not only increases job happiness but also strengthens employees' emotional connection and dedication to the college, ultimately leading to favourable results and organisational success. This cannot be achieved if the cultural dispensation within the institution is not harnessed. The findings in the study therefore collaborates with Amoah(2012), as well as awareness and understanding of one's position in the society (Darko Tetteh, 2022) who assert that different ideologies and social settings and conceptions, and their identities reflect collective and individual experiences. Again, the study collaborates with Malhi (2013) who share the view that quality culture is a shared value system, beliefs, and norms. Further, for effective leadership (Alonderiene and Majauskaite, 2016; Awuzie and Emuze, 2017; Spendlove, 2007), believes organizational culture (Haryono and Arafat, 2017; Ibrahim et al., 2018; Imam et al., 2013), organisational performances Indonasia Islamic Higher Education (IHEI) Muh. Hambali AND Idris, 2020) are crucial hence the study collaborates with more especially within faith institutions as found in Indonasia's Islamic Higher Education (IHEI) (Hambali and Idris, 2020).

Relationship between leadership skills and the teaching experience

The results of the study examining the relationship between leadership styles and teaching experience of the teachers indicate a positive and statistically significant correlation. The

dimensions collectively contribute to teaching experience of the lecturers. The results collaborate with Noor, Ismail, & Yusof, (2017) that has it that there is positive Relationship between Servant Leadership and Teaching Experience among Teachers in Malaysia as well as that of Abeini (2024) who showed that leadership skills of tutors in training colleges relates positively with teaching experience. On the other hand. Transformational leadership style is found not related to teaching experience as envisage by Amoah (2012), however, more experienced teachers were more likely to practice supportive and consultative leadership, while younger teachers tended to lean toward transformational methods. Servant leadership traits developed strongly with experience (Naidoo, & Petersen, 2015).

CONCLUSION AND RECOMMENDATIONS

It is concluded from the study that multiple leadership skills are exhibited by the leaders of the school with servant transformational and corrective skills being preferred skills in the college. Further, cultural dimensions such as respect spiritual issues tend to guide interactions within the college this is seen to be effective as this is a faith based institution. Again, younger lecturers prefer servant and corrective skills as support in school rather than transformational which is more preferred by older lecturers.

It is therefore recommended that sensitization drive to help better understanding on use of leadership styles/strategies as well as versatility of school culture on leadership style/strategies of the SDA College of education

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