Principal Transformational Leadership Behaviour and Secondary School Effectiveness in Kwara State, Nigeria

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Abstract

The effectiveness of secondary schools in Kwara state has been a source of concern to stakeholders which may not be unconnected to the leadership style of the principals. The purpose of the study is to investigate the relationship between principal transformational leadership behaviour and secondary school effectiveness in Kwara State, Nigeria. Two research questions and four operational hypotheses were set to guide the study. Descriptive research design was adopted to carry out the study. The population for this study comprised all the 7,585 teachers in the 427 senior secondary schools in the 16 Local Government Areas of Kwara State. The stratified random sampling technique was used to group the teachers into the three senatorial districts in Kwara state. Proportional sampling technique (with the aid of Kreijcie and Morgan (1971) sample determination table) was used to select 191 teachers out of 3,952 from Kwara central, 55 teachers out of 1,127 from Kwara North and 121 teaches out of 2506 from Kwara south. The total sample of the study is therefore 367. A researcher-designed questionnaire titled "Principal Transformational Leadership Behaviour Questionnaire (PTLBQ)" was used to collect data on principal transformational leadership behaviour and a pro forma was used to collect the students' academic performance for five years as a measure of school effectiveness. Percentage was to answer the research questions while Pearson Product Moment Correlation statistic was used to test the hypotheses formulated

The study revealed that there is significant relationship between principal transformational leadership behaviour and secondary school effectiveness in Kwara State, Nigria. it was recommended that Government should endeavour to support principals with needed resources so as to aid their creativity and the adoption of best transactional leadership qualities. The principals should work towards improving on the Individualized consideration of their follower's needs, acts as a mentor or coach to the follower, and listens to the follower's concerns.

Key words: Transformational leadership behaviour; School effectiveness; Individualised consideration; Intellectual simulation; Idealised influence

INTRODUCTION

Education has been adjudged as an instrument par excellent for effecting growth and development of any nation (Federal Republic of Nigeria, 2013). In the effort to ensure that Nigeria harness the benefit of education to the fullest, the country has tried several systems of education; from 5-6-4 to 6-3-3-4 and now 1- 6-3-3-4 system of education. The current educational system consists one year of pre-primary education, six years of Primary education, three years of junior secondary education, three years of senior secondary education and four years of tertiary education. Hence, secondary education is a major part of the educational system in Nigeria.

The principal is the head of secondary school and the objectives of principals is mainly to strive towards the achievement of school effectiveness. According to

Schreens, (2000), secondary school effectiveness is the extent to which it achieves the goals and objectives for which it was created to achieve. Effectiveness is argued as the extent to which the desired level of output is achieved. For any secondary school to be effective there is need for the principal to have appropriate leadership behaviour. The principal being the head of the school have the responsibility of leading the institution in the best possible manner towards its effectiveness.

Teachers are the key players in secondary schools. The principal needs their support in order to be successful. This is because teachers are the most important resources in the school system. This assertion is supported by the Federal Republic of Nigeria (2013) that no institution can rise above the quality of its personnel. Hence to ensure good leadership, there is need for good followership, thus the principal needs to adopt appropriate leadership behaviour.

Transformational leadership behaviour is that type of leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the goal of developing followers. Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a role model for followers; challenging followers to take greater ownership of their work, and understanding the strengths and weaknesses of followers, so the leader can align the followers with tasks that optimize their performance.

Kwara state has been considered an educationally disadvantaged state in Nigeria. This may not be unconnected with the poor academic performance of secondary school students over the years. One may then wonder if this ineffectiveness of the schools is connected to the type of leadership behaviour displayed by the principals.

Several studies have been conducted on leadership in relation to school effectiveness. Effectiveness among employees, and how leaders and organizations could increase it, has been widely studied (Dul, Ceylan, & Jaspers 2011; Elenkov & Manev 2005; Jung, & Avolio, 2003; Martinaityte & Sacramento 2013; Slåtten & Mehmetoglu 2014; Yuan & Woodman 2010; Zhou & Hoever 2014). The ability to manage change and creativity has been said to be one of the key elements of transformational leadership and there are some positive correlational findings between transformational leadership and organizational innovativeness (Khan, Sarwar, Malik, & Ahmad 2014; Shin & Zhou 2003) including on the individual level (Gumusluoglu & Ilsev 2009a).

Previous studies show that both transformational leadership and creativity are related to Myers Briggs personality type (Brandt 2011; Brandt & Laiho 2013; Brown & Reilly 2009; Carroll 2010; Hautala 2006;; Lee & Min 2016). The knowledge of employee personalities can be used to benefit mutual understanding and effectiveness in organizations (Gallén 2009; Routamaa & Hautala 2015). This study also focuses on the Myers-Briggs personality type as an antecedent to creativity and transformational leadership. In addition, it has been argued that leaders themselves should be creative in order to be able to act as role models, to motivate and to apply unconventional solutions to problems and challenges, to promote ideas, and to develop and mentor others (Mathisen, Einarsen, & Mykletun 2012). Since transformational leadership and intellectual stimulation have been suggested as important for the leadership of creative people, it is of interest whether leaders who are transformational are also creative (Bass & Riggio 2006; Brandt 2011).

Although many different types of positive effects of transformational leadership has been found at the organizational, team, and individual levels (Cummings et al. 2010; Hoyt & Blascovich 2003; Ng 2016;), subordinates' leadership preferences vary depending on their personalities (Hautala 2006) or characteristics (Alsabbagh, Hamid, & Khalil 2015). Also, more country specific studies are needed since leadership styles and subordinates preferences depend on culture (House et al. 2004; Pöllänen 2008) It has been suggested that the sub-dimensions of transformational leaders should gain more attention since different antecedents may correlate with different aspects of leadership behaviours (Deinert, Homan, Boer, Voelpel, & Gutermann 2015;). The effectiveness of transformational leadership has gained lot of support, but the level of behaviours in each sub-dimension is often left without consideration. It has been found that intellectual stimulation, inspirational motivation, and individualized consideration are effective in increasing creative or innovative behaviours (Ng 2016). It is against this background that the researchers' investigated principals' transformational leadership and secondary school effectiveness in Kwara State, Nigeria.

PURPOSE OF STUDY

The main purpose of this study is to investigate the relationship between principal transformational leadership behaviour and secondary school effectiveness in Kwara State, Nigeria. In specifically the study:

• Investigated the degree to which principals exhibit transformational leadership behavior in secondary schools in Kwara State;

• Examined the level of effectiveness of secondary schools;

• Investigated the relationship between Individualized Consideration and secondary school effectiveness;

• examined the relationship between Intellectual Stimulation and secondary school effectiveness;

• find out the relationship between Inspirational Motivation and secondary school effectiveness; and

• Investigate the relationship between Idealized Influence and secondary school effectiveness.

RESEARCH QUESTIONS

The following research questions were set to guide the study:

• To what extent do the principals of secondary schools in Kwara state exhibit transformational leadership behaviour?

• What is the level of secondary school effectiveness in Kwara State

RESEARCH HYPOTHESES

• There is no significant relationship between principal transformational leadership behaviour and secondary school effectiveness.

• There is no significant relationship between Individualized Consideration and secondary school effectiveness.

• There is no significant relationship between Intellectual Stimulation and secondary school effectiveness.

• There is no significant relationship between Inspirational Motivation and secondary school effectiveness.

• There is no significant relationship between Idealized Influence and secondary school effectiveness.

METHODOLOGY

Descriptive research design of correlation type was adopted for this study. The population for this study comprises all the 7,585 teachers in the 427 senior secondary schools in the 16 Local Government Areas of Kwara State. The stratified random sampling technique was used to group the teachers into the three senatorial districts in Kwara state. Proportional sampling technique (with the aid of Kreijcie and Morgan (1970) sample determination table) was used to select 191 teachers out of 3,952 from Kwara Central, 55 teachers out of 1,127 from Kwara North and 121 teachers out of 2506 from Kwara South. The total sample of the study is therefore 367. A researcher-designed questionnaire titled "Principal Transformational Leadership Behaviour Questionnaire (PTLBQ)" was used to collect data on principal transformational leadership behaviour and a pro forma was used to collect the students' academic performance for five years. The students' academic performance was used as a measure of school effectiveness. The PTLBQ contained 20 items and adopted a 4 Likert scale where

VHE= very high extent (4 points); HE= high extent(3 points); LE= low extent(2 points); and VLE= very low extent(1 points).

Validity of the instrument was ensured by given the draft copies to three expert from the Department of Educational Administration, University of Ilorin. The experts' corrections and modifications were incorporated before the instrument was used for data collection. Test-retest method was adopted to ensure the reliability of the questionnaire. This was done by administering 20 copies of the questionnaire to teachers that were not part of the sample of the population twice with two weeks interval. The two sets of data were correlated and the value of 0.71 was obtained. Percentage score was used to answer the research questions while Pearson Product Moment Correlation statistic was used to test the hypotheses at 0.05 level of significance.

ANSWERING RESEARCH QUESTIONS

Research Question One: To what extent do the principals of secondary schools in Kwara state exhibit transformational leadership behaviour?

Table 1
Principals of Secondary School Exhibition of Transformational Leadership Behaviour.

S/N	Item	VHE F (%)	HE F (%)	LE F (%)	VLE F (%)
1.	Individualized Consideration	27 (7.36)	270 (73.57)	60 (16.35)	10 (2.72)
2.	Intellectual Stimulation	30 (8.17)	245 (66.76)	46 (12.53)	46 (12.53)
3.	Inspirational Motivation	60 (16.35)	200 (54.50)	78 (21.25)	29 (7.90)
4.	Idealized Influence 245	78 (21.25)	250 (68.12)	10 (2.72)	29 (7.90)
	Percentage Average	13.28	65.74	13.21	7.77

Table 1 revealed that 13.28 percent of the respondents (on the average) were of the opinion that principals in Kwara state displayed transformational leadership behaviour to a very high extent, 65.74 percent were of the opinion that the principals of Kwara state secondary schools displayed transformational leadership behaviour to a high extent, 13.21 percent agreed that it is to a low extent while 7.77 percent were of the opinion that it is to a very low extent.

Since the highest percentage of the respondents agreed that the display is to a high extent, it shows that principals in Kwara state secondary schools displayed transformational leadership behaviour to a high extent.

Research Question Two: What is the level of secondary school effectiveness in Kwara State

Table 2
Effectiveness of the Secondary School in Kwara State

		No with 5 credits(%)		Less than 5 credits (%)	
1	2013	40,232	(64.40)	2,342	(35.6)
2	2014	35,234	(46.30)	48 833	(53.70)
3	2015	34,674	(50.89)	32,74	(49.11)
4	2016	43,942	(57.04)	38,1 75	(42.96)
5	2017	35,671	(50.67)	32,354	(49.33)
Percentage Average (%)		53.68		46.32	

Table two shows that 53.68% of the students (on the average) had five credits and above while 46.32% did not pass up to five credit. Since the number of students with five credits and above is greater than number of students without five credits, thus, the level of teachers' effectiveness in Kwara State secondary schools effectiveness is slightly above average.

HYPOTHESIS TESTING

Main Hypothesis: There is no significant relationship between principal transformational leadership behaviour and secondary school effectiveness in Kwara State.

Table 3
Transformational Leadership Behaviour & secondary school effectiveness

Status	N	Mean X	SD	*r*-value calculated	Df	*p*-value	Remark
Transformational leadership behaviour	367	22.15	1.412	0.67	365	0.002	Significant
Sec.. School Effectiveness	251,504	24.87	1.940				

P>0.05 at 0.05

Table three showed the relationship between principals' transformational leadership behaviour and secondary school effectiveness in Kwara state. The p-value of 0.002 was lower than the level of significance at 0.05. Thus the hypothesis is thereby rejected. Hence there is significant relationship between principals' transformational leadership behaviour and secondary school effectiveness in Kwara state.

Hypothesis one: There is no significant relationship between individualized consideration and secondary school effectiveness.

Table 4
Individualized consideration and secondary school effectiveness

Status	N	Mean X	SD	*r*-value calculated	Df	*p*-value	Remark
Individualised Consideration	367	17.15	1.412	0.340	365	0.001	Significant
Sec.. School Effectiveness	251,504	24.87	1.940				

P<0.05 at 0.05

Table four showed the relationship between individualized consideration and secondary school effectiveness. The p-value of 0.001 was lower than the level of significance at 0.05. Thus the hypothesis is thereby rejected. Thus, there is significant relationship between individualized consideration and secondary school effectiveness.

Hypothesis Two: There is no significant relationship between intellectual stimulation and secondary school effectiveness.

Table 5
Relationship between intellectual stimulation and secondary school effectiveness

Status	N	Mean X	SD	*r*-value calculated	Df	*p*-value	Remark
Intellectual stimulation	367	16.17	1.21	0.15	365	0.001	Significant
Sec. school effectiveness	251,504	24.87	1.940				

P<0.05 at 0.05

Table five showed the relationship between intellectual stimulation and secondary school. The p-value of 0.001 was lower than the level of significance at 0.05. Thus the hypothesis is thereby rejected. There is therefore significant relationship between intellectual stimulation and secondary school effectiveness.

Hypothesis Three: There is no significant relationship inspirational motivation and secondary school effectiveness in Kwara state

Table 6
Relationship inspirational motivation and secondary school effectiveness

Status	N	Mean X	SD	*r*-value calculated	Df	*p*-value	Remark
Inspirational motivation	367	17.15	1.412	0.250	365	0.000	Significant
Sec. school effectiveness	251,504	24.87	1.940				

P<0.05

Table six showed the relationship between inspirational motivation and secondary school. The p-value of 0.000 was lower than the level of significance of 0.05. Thus the hypothesis is thereby rejected. Hence, there is significant relationship between inspirational motivation and secondary school effectiveness.

Hypothesis Four: There is no significant relationship between idealized influence and secondary school effectiveness in Kwara state.

Table 7
Relationship between idealized influence and secondary school effectiveness

Status	N	Mean X	SD	*r*-value calculated	Df	*p*-value	Remark
Idealised influence	367	11.10	1.31	0.20	365	0.002	Significant
Sec. school effectiveness	251,504	24.87	1.940				

$P<0.05$

Table seven showed the relationship between idealized influence and secondary school effectiveness. The p-value of 0.002 was lower than the level of significance at 0.05. Thus the hypothesis is thereby rejected. This showed that there is significant relationship idealized influence and secondary school effectiveness.

DISCUSSION

The answer to research question one showed that majority of principals in Kwara state secondary schools exhibit transformational leadership behaviour. This conformed with the findings of Durosaro (2000) who stressed that principals with transformational leadership behaviour solicit their followers' ideas, visions and creativity in order to find solutions to the pressing problems. Durosaro (2000) revealed traditional leadership behaviours dampened the enthusiastic spirit of creative and innovative teachers, by not allowing teachers to fully engage in decision making.

The result of the study also revealed that the level of school effectiveness in Kwara state is slightly above average. The is against the finding of Dada, (2007) that the falling standards of education and mass failure in Senior Secondary School Certificate Examinations has been a great concern to stakeholders. Enaesator, (2005) observed that poor academic performance of the secondary school students in Nigeria may not be unconnected with the seemingly ineffectiveness of the school system.

The study also indicated that there was a significant relationship between principals' transformational leadership behaviour and secondary school effectiveness. This conforms to the findings of Olufemi - Ojo (2001), who revealed that teachers who perceived their principals as transformational leaders are highly effective and conceptualized teaching as their profession.

The study also revealed that there is significant relationship between individualized consideration and secondary school effectiveness. This finding is in agreement with that of Balyer, (2012) who observed that transformational leaders treat the group members differently but equitably. In order to foster supportive relationships, transformational leaders give empathy and encourage the followers to communicate openly as they feel free to share their feelings and ideas. Therefore, leaders can offer direct recognition of the contributions of each follower. So, the followers' ambitions to be fulfilled and be intrinsically motivated for the tasks.

The finding of the study revealed that there was significant relationship between intellectual stimulation and secondary school effectiveness. This finding is in conjunction with the finding of Yu, Leithwood and Jantzi (2002) who maintained that school principals with transformational leadership behaviour articulate, inspire and furnish teachers with the vision of the future, and foster commitment of teachers to school affairs.

The finding of the study showed that there was significant relationship between inspirational motivation and secondary school effectiveness. This finding is in line with that of Balyer, (2012) that the followers are encouraged for their creativity and autonomy among the members. Intellectual stimulation represents the leader who helps the followers to change the way they think and take decisions. Also, the leader assists the follower to overcome the obstacles they come across in life to achieve their goals.

The study also indicated that there was significant relationship between idealized influence and secondary school effectiveness. This conforms with the findings of Al Waner (2005) that leaders who can navigate the structures of schools, nurture relationships, model professional growth, encourage change and challenge the status quo is what is required in effectiveness of schools.

CONCLUSION

It can be concluded from the findings of the study that principals in Kwara State displayed elements of transformational leadership behaviour like individualized consideration, idealized influence, inspirational motivation and Intellectual stimulation. The degree of exhibition of these behaviour differs from principals to principals. This transformational leadership behaviour is adjudged to be responsible for the slightly above average effectiveness of secondary schools in Kwara state.

RECOMMENDATIONS

• Government should endeavour to support principals with needed resources so as to aid their creatively and the adoption of best transactional leadership behaviour.

• Effort should be made by the principals of secondary schools towards improving on the Individualized consideration thereby attending more to each follower's needs, acts as a mentor or coach to the follower, and listens to the follower's concerns.

• Principals should maintain good interpersonal relation with their followers so to build more confidence and trust in their followers and acting as role model and values that followers seek to emulate.

• More training and workshops should be organized for the principals to equip them more with the ability to motivate individuals, inspire and follow a new idea.

• Principals should encourage their followers more to be innovative and creative, approaching old problems in new ways.

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