

The Degree of the Practice of Transformational Leadership Style by Primary School Head Teachers

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Abstract

The study investigated the degree of the practice of transformational leadership style of primary school Head teachers and how this practice influences the dedication of teachers to duty as perceived by teachers in Delta state. A sample of 220 teachers (males) and 230 females teachers were used in the study. Two sets of questionnaire guided the study. The descriptive survey research model was used and descriptive statistics of mean and standard deviation were employed for data analysis while T-test statistics was employed to test to only hypothesis in the study. The result showed a very high degree of the practice of transformational leadership style by the primary school Head teachers with a grand mean of 3.84. This as a result influenced the teacher's dedication to duties in the school. The findings further revealed that there was no significance difference in the degree of the practice of transformational leadership style of male and female primary school Header teachers. Therefore, it is recommended that management training, conferences seminars and workshops should be organized for primary school Head teachers. Head teachers should improve their relationship with teachers by encouraging participation in decision making in school programmes.

Introduction

There is no organization without a leader. At the apex of every organization is organized leadership on which the growth and effectiveness of the organization depends. According to Oraegbunam (2004) leadership is the ability to initiate action, motivate and direct others towards the fulfillment of a common goal. Leadership position and behaviour is an important aspect of every organization. Mgbodile (2003) opines that a leader is the catalyst that make things happens in organizations. Leadership is responsible for the planning, organizing, monitoring, supervising, control, budgeting and allocating resources to the various units of the organization.

Leadership generates higher commitment to the organization from the employees and increases their trust in management and organizational citizenship behaviours as opined by Olga (2001) leadership is often in all organization and the education industry is not an

exception. This underscores the need for transformational leadership especially for teachers who are more likely to increase their performance beyond expectation with this leadership behaviour.

Rapid developments experienced in the internal and external environment of organizations have made the need for more efficient and effective leadership styles in organizations compulsory. When considered from this point of view, adaption of primary school head teachers to the changing management and socio-political structure is a crucial necessity. In this change, leaders are the people who have the most significant effect in the success and sustainable development of all organizations and institutions in the creation and steady maintenance of organizational culture (Robbins and Judge 2012).

The study of effective school is one of the main educational reform initiatives taking place in many countries for effective schools in recent years (Botha, 2010). The place and significance of the effectiveness of primary school plays a crucial role in academic achievement and it is highly essential to initiate the educational vision and goals from the very basic grade in educational settings which begins in the primary school. Education at primary school level forms the core and foundation of the national education system. The ministry of Education in Nigeria has a number of objectives for primary Education such as to facilitate the personal development of pupils, secondary school preparation, social skills and cultural understanding and eventual contribution to their community and the country as stipulated in National policy on Education (FRN 2013). An effective school is able to serve as basic guidelines for a school to achieve success because the focus of the study is comprehensive and not focus on teaching and learning process. The place of primary education in overall educational system is very vital, therefore achieving the objectives of primary education are possible with high performing school leaders in every school and efforts and involvement from teachers. This call for an idle leadership style and behaviour called the transformational leadership.

Transformational leadership style was discovered by McGreger Burns (1978) Transformational leadership style is a new concept in educational leadership field. Burns (1978) defined transformational leadership as the process of engaging with others to create a connection that increases motivation and morality in both the leader and the followers. To him, this is a leadership style in which the leaders and the followers are often transformed or changed in performance.

Transformational leadership is a process that stimulates and inspires both leaders and followers and enhances their abilities in work places. As asserted by Bass & Riggio, (1996) transformational leaders increase the followers' level of awareness about the value of the output and upgrading their success. Transformational leadership creates commitment, motivation and empowerment in individuals (Zhang & Bartol 2010) and inspires followers to go beyond their own self-interest to achieve high level of performance and organization goals (George & Jones 2012).

In the school environment, skillful school leadership is a key factor in explanation of school effectiveness and teachers performance. Transformational leadership in educational setting moves individuals towards a level of commitment to achieve school goals by identifying and articulating a school vision, fostering acceptance of group goals, providing individualized support, providing intellectual stimulation, providing an appropriate model and having high performance expectation. (George and Jones (2012). Transformational leadership leads to school effectiveness which can be measured in the teachers dedication to their duties and performance of their work. Primary school Headteachers' leadership is a key factor in creating effective schools because it determines the success or failure of the school system (Irannadi 2012). The practice of transformational leadership by headmasters can motivate teachers to change their attitude and values by being committed towards the mission and vision of education at the primary education level. Onwurah and Chiaha (2008) asserted that transformational leadership behaviour aims at raising the consciousness of others and appeal to powerful moral values and ideals. The leader helps the follows to become better individuals who work more optimistic with a deep degree of dedication and commitment. They are less likely to leave their jobs and more likely to trust their leaders and also perform higher in their duties. The benefits of transformational leadership style are both to the leader and the followers.

Transformational leadership style or behaviour is relatively new style of leadership (Onwurah, Ogbuanya & Chiaha 2007). Onwurah & Chiaha (2008) in different studies found that school administrative leaders and primary school Head teachers respectively in Nigeria apply these behaviours only to a small extent.

Elsewhere some researchers have empirically investigated the relationship between transformational leadership and school effectiveness. According to empirical studies, practicing transformational leadership by leaders in school increases the level of school effectiveness by focusing their effort on long term goals, building a shared vision, inspiring the teachers to follow their vision and creating high performance expectations (Hallinger 2003; Hallinger & Heck 1998 Harris 2005; Jackson 2000; George and Jones 2012). The findings of their studies showed that transformational leadership style have significant positive effects on teachers' work settings, students achievements and organizational conditions which contribute to the school effectiveness. George and Jones (2012) indicated that transformational leadership dimensions had large effects on school working environment. This increases the level of school effectiveness in ensuring adequate involvement of staff in decision making related to programs and instruction, their activities towards school goals were achieved.

Researches have been carried out on transformational leadership style or skill in educational and non-educational organizations. Such include Gender difference in transformational leadership among the field leaders of new southwest police students. Ponopolous (2003) and Gender differences and Transformational leadership behaviour: Do

both German men and women lead in the same way? Kent, Blair, Rudd & Scguele (2010). In Nigeria researches have been carried out at all levels of education especially secondary and tertiary institutions. They include Transformational leadership behaviours of Nigeria women university administrators (Chinaha (2009), leadership behaviour by Technical college administrators. (Onwurah, Ogbanya & Chinaha (2007); Effectiveness of Transformational leadership style in secondary schools in Nigeria Money (2017) and the degree of the role of school principals in their role in the motivation of the workers in the light of transformational leadership style Haghghat, R & Esmaily, M (2014). But very few has been conducted at the primary education level on head teachers' transformational leadership style and teachers effectiveness in the primary schools. Therefore, this study aims at determining the degree of leadership style of primary school Head teachers from the perceptions of teachers in Delta State.

Purpose of the Study

The main purpose of this study was to examine the degree of the practice of transformational leadership style by Head teachers in primary schools in Delta State specifically, the study sought to:

1. determine the degree of the practice of transformational leadership style by primary school Head teachers in Delta State.
2. ascertain the influence of Head teachers transformational leadership style on teachers dedication to duty.
3. find out whether the gender of the Head teachers influenced the degree of their practice of transformational leadership style in primary schools

Research Questions

This study was guided by the following research questions.

1. What is the degree of the practice of transformational leadership style among Head teachers in primary schools as perceived by teachers?
2. To what extent does the degree of the practice of transformational leadership style of Head teachers influence teachers dedication to duty.

Hypothesis

Hypotheses was formulated and tested at 0.05 level of significance

- Ho₁ There is no significant gender difference of the degree of the practice of transformational leadership style among headteachers.

Method

The study adopted a descriptive survey research design which involves individuals and the collection of their opinions. The study covered all primary schools in Delta State and particularly Delta North senatorial District. There are four Educational zones covering nine local government

areas. Each of the nine local government areas were sampled for the study. Using a stratified random sampling, fifty teachers were sample from each local government giving a total of four hundred and fifty respondents for the study.

The instrument used for data collection was the questionnaire structured rating scale titled – Primary School Head Teachers Transformational Leadership questionnaire (PSHTLQ) and the Teacher Dedication to Duty Questionnaire (TDDQ). Section A was designed to collect information demographic data of the respondents while section B was designed to collect for answering the research questions. The first instruction was modified version of Dr Huda Mohammed of the Degree of principal's' practice of transformational leadership in the Directorate Education of Bani Kenana from the point of view of teachers (2017). The second instrument of on teachers Dedication to Duty (TDDQ) was constructed by the researcher. The instrument was face validated by three experts and pilot tested using fifty school teachers. The reliability co-efficient of the instrument was 0.72.

All the items were structured on a 4 – points scale of strongly-Agree (SA) Agree (A) Disagree (D) and strongly Disagree (SD). The items were weighted 4, 3, 2, 1 respectively. The highest score in each item is 4 point while the least is 1. Any mean score of 2.50 and above was accepted whereas mean below 2.50 was rejected.

The questionnaire was administered using assistance of students on teaching practice and were retrieved. The data collected were analyzed using weighted mean and standard deviation. The only hypothesis in the study was tested with t-test statistics at 0.05 level of significant

Result of the study and Discussion

Research question one: What is the degree of the practice of transformational leadership style among Head teachers in primary schools as perceived by teachers?

Table 1: Responses of teachers on the degree of the practice of Transformational leadership style of primary schools Head teachers.

Table 1:

S/N	Items	\bar{X}	SD	Remark
1	Develop and sustain healthy school environment	4.16	0.37	
2	Active teamwork with teachers	4.16	0.30	
3	Participation of teachers in the development of the school work plan	3.70	1.00	
4	Delegate administrative tasks and monitor the implementation	3.40	1.00	
5	Encourages teachers to experiment with new work strategies	3.90	1.65	
6	Takes into consideration the human and material potentials when planning	3.60	1.01	

7	Encourages teachers participation in decision making	3.40	1.06
8	Listen to teaches and facilitate communication with them.	3.51	1.30
9	Use appropriate technology of the new technologies	3.20	0.80
10	Encourages teachers development through seminars, workshops and conference	4.50	0.80
11	Cares for the needs of teachers	3.90	0.94
12	Open to opinions of teachers	4.21	0.41
13	Offer an example and model of opinions of others	4.11	0.32
14	Strengthens and empowers teachers when there is an opportunity	3.84	0.86
15	Encourages innovation among teachers	4.06	0.81
16	Encourages continuous professional development of himself and all members of the school community.	4.08	0.69
17	Builds confidence with teachers	4.03	0.82
18	Provides the resources necessary to help in learning	3.00	1.00
19	Determine the educational objectives and the tone of the school	3.76	0.97
20	Collaborate and communicate with other inside and outside the school	3.84	0.86
21	Work hard and seriously	4.49	0.50
22	Honest and transparency in administration	4.78	0.42
23	Provides effective feedback to teachers	4.37	0.48
24	Provides positive reinforcement to teachers	3.71	0.87
25	Respect for employees in their personal qualities	3.76	0.97
Total	Grand mean	3.84	

Table (1) shows the means and standard deviations for the study of the degree of Head teacher's practices of transformational leadership style in primary schools as perceived by teachers. The grand mean was 3.84 which was very high, which showed that the Head teacher both males and females practiced transformational leadership style in their schools. The practice of transformational leadership style by Head teachers in primary school with regards to the person of the head teachers was high. These included items 22, and 21 which could be attributed to effectiveness in the transformational leadership behaviour of the Head teacher and the continuous professional development of these leaders provided by the state ministry of Education. This was in agreement with the study of Huda Mohammed (2017). The aspects of the study that centred on the participation in the development of the school and participation in the decision making all had high means of above 3.00. This showed that the

Head teachers carried the teachers along in their administration which is in line with the practice of transformational leadership style. Another item on being open towards the opinion of teachers had a mean of 4.21, which was a high mean showing that the Head teachers' conviction that they cannot work in isolation without the co-operation of the teachers. All other items has means that lies between 3.00 – 3.90, all of which were of high degree. Therefore this study agree with Irennadi (2012) Onwurah and Chinaha and Ogbuanye (2007) and Money 2017, Chinaha (2009) Samarat and Magableh (2014) and Ndiga, Mumuka et al (2015). The objective was to find out the degree of the practice of transformational leadership style by primary school head teachers. The scores indicated that majority of the teachers agreed that the Head teachers exhibited a high degree of transformational leadership skills and behaviours. This gives teachers room for innovation and personal growth. This is the best way of increasing teachers participation and encourages teachers' contribution to the implementation of school programmes.

Research Question Two: To what extent does the degree of the practice of transformational leadership style of Head teachers influence teachers dedication to duty?

Table 2: Responses on the extent of the degree of the practice of transformational leadership style of head teacher on Teachers dedication to duty.

Table 2

S/N	Items	\bar{X}	SD	Remark
1	Teachers' regular and punctual attendance to school	3.41	0.71	High
2	Regular attendance to class lessons	3.16	0.66	High
3	Writing of lesson notes and accrete keeping of school records	3.43	0.79	High
4	Proper marking and checking of students' exercise note books	3.35	0.80	High
5	Proper making of pupils' attendance register	3.40	0.79	High
6	Adequate supervisions of pupils' activities inside and outside the classroom	3.23	0.96	High
7	Proper discipline of pupils and pupils compliance to school rules and regulations	3.15	0.94	High
8	Correct signing of time book without conflict among teachers	3.32	0.74	High
9	Co-operation and confidence in performance of their duties	3.26	0.83	High
10	Maintenance of friendly and cardinal relationship among teachers thereby creating security in school environment.	3.36	0.83	High
Total	Grand mean	3.33		High

These results indicated that the Head teacher leadership directly style influenced teacher dedication to duty. The means scores were above the decision line of 2.50. The findings indicated that there was a strong positive relationship between the head teachers'

transformational leadership style and teachers dedication to duty. This in turn impacted on the teachers and how they execute their duties. This valuable practice can enhance good school culture and ultimately improve student's academic achievement and the general tone of the school.

This is in line with Liethwood and Sun (2012) finding which indicated that leaders influence school conditions through leadership behaviours. Consequently transformational leaders inspire and empower teachers to achieve a common vision. Therefore, it is essential that leaders involve members of the learning community in the process of building and articulating goals. This finding is also supportive of Onwurag et al (2007) Hebert (2010) and Hoy 2013.

Hypothesis

H₀₁: There is no significant gender difference in the degree of the practice of transformational leadership style of Head teacher as perceived by teachers.

Table 3: t-test analysis of the degree of practice of transformational leadership style of male/female Head teachers as perceived by teachers.

Group	N	\bar{X}	SD	Df	Level of sig	t-Cal	t-crit	Decision
Male	220	39.12	23.02	448	0.05	1.58	1.96	
Female	230	245	24.5					

Since the t-calculated (1.58) is less than the t-critical (1.96), the null hypothesis stated in the study is accepted at 0.05 level of significant. Thus being a male or female Head teacher did not significantly determine the degree of the practice of transformational leadership style in primary schools. The signified that gender is not a factor in the practice of transformational leadership style in primary schools in Delta State. This finding agreed with Ponopolous (2008) who compared transformational leadership of males and females. The author found out that they were equal leadership traits between male and female officers but females have the potential of being transformational leaders. Contrary to the study of Bass (1997) and Tremmal (2003), uphold that females are more likely to be transformational leaders and more effective than males. Kait et al (2010) in their study of male and female leadership behaviours found out that men and women lead using the same behaviours. In each of the five (5) categories of behaviour, there were no difference between men and women's transformational leadership behaviours. This study showed that both male and female head teachers in primary school practiced transformational leadership style.

Conclusion

Transformational leadership style plays a vital role for proper orientation of teachers who are the most valuable in educational institutions and supporting them will enhance the

creation of positive development of organizational culture as well as healthy school climate. Also the transformational leadership styles exhibited by Head teachers working in primary schools positively affect the schools and the whole stakeholders concerning the school. Still, Head teachers are perceived to be the most important contributory factors to a school's success and quality school management is enjoined.

Recommendation

To further improve the practice of transformational leadership styles among school Heads, it is recommended that:

- Management training, conferences seminars and in-service training activities that will enhance transformational leadership characteristics of primary school heads should be organized.
- Head teachers should keep the level of their leadership practices by improving their relationship with teachers in delegation of duties and communication.
- Head teachers should encourage and involve teachers in decision making plan and programme in the schools to encourage willingness for co-operation in the school environment.

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