Gender and Transformative Leadership by Principals of Secondary Schools in Ika Land: Role of Curriculum Educators

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Abstract

This study is an attempt to investigate gender and practices of Transformative Leadership by principals of secondary schools in Ika Land of Delta State. This study utilized stratified random sampling technique to select five secondary schools in Ika Land. A total of 100 subjects made up of Principals, Teachers and Students were randomly selected from the five schools. The questionnaire tagged Transformative Leadership Style and Education at the secondary level (TLSAEASL) was administered to the 100 subjects. Numerals and percentage techniques were use to analyse the data collected. The result indicated amongst others that the transformative leadership style varied by gender affect school administration. The study proposed several recommendations that, there should be seminars for Principals and Teachers, In-service Training to enhance leadership style of school principals.

Keywords: Transformative Leadership, Gender, Education, School.

Introduction

Transformative leadership practiced by Principals can motivate teachers to change their attitude and values by being committed towards the mission and vision of education. The practice of transformative leadership is said to be able to move an organization to a clear vision, mission and goals. (Leithwood & Jantzi, 2005). School effectiveness is the school's ability to accomplish goals that is highly dependent on leader's effectiveness

(Hallinger, 2011). Therefore, a key element of an effective school is an effective principal, who must be visible as an interactive part of the school environment. The most successful leaders are transformational leaders, who interact with subordinates to accomplish organizational goals, and foster strong community support for change by creating a vision for the organization and their achievement. The success of school effectiveness efforts is dependent on principals' transformational leadership ability. Transformational leaders enable and empower constituents, provide resources and encourage their employees by developing the vision of the effective school (Hetland 2011).

Transformative Leadership in educational setting moves individuals towards a level of commitment to achieve school goals by identifying and articulating a school's vision, fostering the acceptance of group goals, providing individualized support, providing intellectual stimulation, providing an appropriate model and having high performance expectations (AlbertGreen 2005). Transformative leaders consider their leadership as a process that stimulates and inspires their followers and enhances their leadership capacities as well. Bass and Riggio (2006), asserted that transformational leaders are commanded by mentoring, inspiring and encouraging their subordinates to use novel methods for problem solving.

Mar Zano (2003), indicated that in order to solve and deal with challenges of changing education environment and educational reforms, school principals must have a new set of leadership beliefs that can transform the traditional constraints, facilitate educational changes, develop appropriate school environment for school stakeholders to work and pursue long-term effectiveness in schools. The leadership of school principals is determined by efficiency and effectiveness in the accurate and successful management of schools, thereby enhancing creation of a healthy school culture and climate.

It is never possible for a school which does not meet the expectations of society to be effective and successful (Drucker, 2012). Leadership is regarded as the single and most important factor of the success or failure in the organization. According to many researchers, this situation is also true for leaders in educational organizations, mainly school principals. School principals are primarily responsible for the successful management of the school and the efficiency of education and training.

Transformative Leadership Styles

Transformative leaders establish a strong relation among their employees. They lead employees regarding the interest of the organization. They deeply encourage their employees to work very heard and make sacrifice for the success of the organization. They ideally analyze and recognize the employees' beliefs, values and needs, and thus, motivate them by considering their individual differences and encourage them in displaying performance beyond expectations. They are in constant personal and organizational development (Bogler, 2001). They pursue innovation with an everlasting energy and desire, they are entrepreneurs and innovator (Bess and Goldman, 2001).

Principals' and Leadership Styles

Principals' Leadership Styles in secondary education consists of the following:

i.   Autocratic Leadership Styles

Autocratic Leadership style in school administration is a process whereby the principal carried out most of the functions and takes decision alone without regards to the assistant principal and the other teachers. The principal for example, can take decisions all alone and suspend a pupil who misbehaves without reporting the matter to a disciplinary committee of the school. He does everything himself without involving his subordinated in the administrative process. He decides what is to be done in the school system and how it is to be done. The autocratic leaders does not seek the opinion of his subordinates before he carried our his decisions or before he punishes any offender, whether a student or a member of staff.

Autocratic leader is also viewed by Adegbesan (2011), as a leader that is imposed or an organization and sometimes referred to as coercive leadership or dictatorship. The leadership may appear to be best in the short-run situation but dangerous on the long-run, because it erodes individual initiative and generates organizational friction between the leader and the led.

ii.   Democratic Leadership Style

Democratic leadership style in school administration is the leadership pattern that promotes the interest of the people through extensive and effective involvement in decision making of all persons affected by the leadership process. The democratic leadership style is widely considered as the most desirable form of leadership. Many administrators have achieved great success in running their organizations by getting their workers directly involved in helping to make decisions which affect the workers themselves. The democratic leadership school administration allows freedom of communication between himself and his subordinates. He/she maintains good human relationship, realizing that human beings are the most important assets of any organizations. The democratic leader takes interest in both his subordinates and his jobs (Adegbasan, 2011).

iii.   Laissez-faire Leadership Style

Laisecz-faire leadership style emphasizes that the leader care less about the rules and regulations in the organization. Laiseez-faire leadership style in school administration is a system that calls for a careless attitude towards one duty. The principal or teacher who uses this style of leadership neither takes a firm decision and implements it nor controls his subordinates and even his students effectively. This is a type of administration that everybody is left to do his or her will. In such situation, it is only those subordinates who have conscience that do their work effectively (Okokoyo, 2004).

The Role of Curriculum Educators in Secondary School Leadership

The role of curriculum educators in school leadership is of immense importance. Buttressing this point, Hasmi (2014) stated that, the curriculum teachers have a part to play for the successful running of the schools. They are responsible for teaching the students and preparing adequate teaching aids for a successful and effective teaching. In addition, they see that teachers mark their attendance registers daily, prepare the weekly records of works, the daily lesson notes and encourage students to do their home work as it is expected of them. The curriculum teachers have, as their responsibility in the supervision of the students work both inside and outside the classroom during written, practical and manual work. The setting of terminal or sectional examination questions and the supervision and marking of such examination papers are part of their works/roles.

Furthermore, in effective leadership, curriculum teachers ensure that teachers are shared into various committees and the following committees could be established e.g. the time table committee; the examination committee; the disciplinary committee; the curriculum committee; the food committee; labour committee; sanitation committee; social committee; sport committee and so on. The committees will be responsible to the principal in particular and to the school in general. All the above functions are carried out by teachers or staff to ensure effective school leadership/administration. (Ngang, 2011).

Purpose of the Study
The study aims at:

i.   Identifying some transformative leadership styles amongst principals of secondary schools.

ii. Determining factors that can stimulate teachers and students towards Transformative Leadership

iii. Ascertaining implications of Gender and its effect of Transformative Leadership

Research Questions
1. What democratic leadership style do the secondary school teachers in Ika land adopt?

2. What extent can leadership style of a school head determine the organizational structure of a school?

3. What are the implications of leadership style of secondary school principals without leadership training in Ika land?

4. To what extent can teachers participation in seminars/workshop enhances leadership style in secondary school in Ika land?

5.   How can teachers' involvement in decision making bring effectiveness on leadership style in school administration?

6.   What is the impact of gender and transformative leadership by Principals of secondary schools in Ika land?

Research Methodology

Samples Area

This research was designed to carry out a comparative study of Gender and leadership style of secondary school principals in Ika land of Delta State. Five secondary schools were samples for the study. The schools are as follows:

1.   Ogbemudein Mixed Secondary School, Agbor;

2.   Ime-Obi Mixed Secondary School, Agbor-Obi;

3.   Dein Secondary School, Agbor-Obi;

4.   Owanta Secondary School, Owanta and

5.   Irenuma II Secondary School, Abavo.

Sampling Technique

The sample for this study consists of one hundred (100) subjects made up of Principals, teachers and students of secondary schools in Ika Land. Stratified random sampling technique was used for selecting secondary schools in Ika North East and Ika South Local Government Areas (Ika land). The selected five secondary schools were chosen in order to obtain information on gender and transformative leadership style of secondary school Principals' administration.

Research Instrument

The research instrument for this study was twenty (20) – item questionnaire which was distributed among Principals, teachers and students in the selected five secondary schools in Ika land of Delta State.

Analysis and Presentation of Results

Data collected were analysed using simple percentage fifty percent (50%) was used as the bench mark for decision.

Research Question 1: What democratic leadership style do the secondary school teachers in Ika land adopt?

S/No	Question	Suggested Responses	No of Responses	Percentage of Responses
1	The leadership style of your school can be described as autocratic	Yes	25	25%
		No	75	75%
			100	100%
2	The leadership styles of your school can be described as democratic	Yes	67	67%
		No	33	33%
			100	100%
3	The leadership styles of your school can be described as Laissez-faire	Yes	10	10%
		No	90	90%
			100	100%

From the above table, out of 100 responses to the first related questionnaire items, 25 responses (25%) were positive, while 75 responses (75%) were negative. From the second item, out of 100 responses, 67 responses (67%) were positive while 33 responses (33%) were negative. For the third related questionnaire item, out of 100 responses, 10 responses (10%) were positive, while 90 responses (90%) were negative. It was observed that the styles of leadership in use in different secondary school in Ika land of Delta State are mixed up of autocratic, democratic leadership styles is dominant.

Research Question 2
What extent can leadership style of a school head determine the organizational structure of a school?

Table 2

S/No	Question	Suggested Responses	No of Responses	Percentage of Responses
4	Does leadership styles determine the effectiveness and efficiency of school administration.	Yes	98	98%
		No	2	2%
			100	100%
5	Can the school organizational structure determine the style of leadership a school uses?	Yes	92	92%
		No	8	8%
			100	100%

From table II above, in the 4th item 98 Responses (98%) were positive, while 2 responses (2%) were negative. This result shows that styles of leadership determine the effectiveness and efficiency of school administration.

From the 5th term 92 Responses (92%) were positive while 8 responses (8%) were negative. This result therefore, shows that the school organizational structure could determine the styles of leadership a school uses.

Research Question 3: What are the implications of leadership style of secondary school principals without leadership training in Ika land?

Table 3

S/No	Question	Suggested Responses	No of Responses	Percentage of Responses
6	Could secondary school heads who never attended leadership training be allowed to be school heads?	Yes	60	60%
		No	40	40%
			100	100%

From table 3 above, there are 60 positive responses, 40 negative responses indicating that school heads who never attended leadership training should be allowed to be heads, but should attend in-service training from time to time.

Research Question IV: To what extent can teachers participation in seminars/workshop enhances leadership style in secondary school in Ika land?

Table 4

S/No	Question	Suggested Responses	No of Responses	Percentage of Responses
7	Is there any need for school heads to attend in-service training from time to time?	Yes	96	96%
		No	4	4%
			100	100%
8	Does teacher's participation in seminars and workshops contribute to effective administration in secondary school?	Yes	97	97%
		No	3	3%
			100	100%
9	A good leader can bring about positive changes in the school administration	Yes	99	99%
		No	1	1%
			100	100%

From the table 4 above, it was observed against item 7 that there were 96 positive Responses and 4 negative Responses, while for item 8, 97 positive responses. Thus, these results therefore, shows how important is teacher's and school head's participation in in-service training, seminars and workshops to school administration. From 9th item 99 responses (99%) were positive while only 1 response was negative. It shows that good leadership brings about positive changes in the school administration.

Research Question V: How can teachers' involvement in decision making bring effectiveness on leadership style in school administration?

Table 5

S/No	Question	Suggested Responses	No of Responses	Percentage of Responses
10	Are teachers more productive when they are actively involved in decision making?	Yes	93	93%
		No	7	7%
			100	100%
11	Do students perform better when	Yes	12	12%

	decisions are imposed on them by the school heads?	No	88	88%
			100	100%
12	Do teachers/students prefer autocratic leadership styles?	Yes	10	10%
		No	90	90%
			100	100%
13	Do teachers/students prefer democratic leadership styles?	Yes	95	95%
		No	5	5%
			100	100%
14	Do teachers/students prefer laiseez-faire leadership styles?	Yes	4	4%
		No	96	96%
			100	100%

From table 5 above, out of the 100 responses to each of the items, 93 responses (93%) were positive, while 7 responses (7%) were negative against item 10. In item 11, 12% positive responses and 88 negative responses. From these items (10 and 11) we can say that teachers can be productive in schools when actively involved in decision – making in the school administration and students cannot perform better when decisions are imposed on them by the school heads. From item 12, 10 responses (10%) were positive, while 90 responses (90%) were negative. In item 13, 95 responses (95%) positive and 5 responses (5%) negative, 14th item had 4 (4%) positive responses and 96 (96%) negative responses. The above result shows that most teachers prefer democratic leadership styles while laiseez-faire is the least preferred.

Research Question 6: What is the impact of gender and transformative leadership by Principals of secondary schools in Ika land?

Table 6

S/No	Question	Suggested Responses	No of Responses	Percentage of Responses
15	Transformative Leadership of female principals has positive influence than	Yes	90	90%
		No	10	10%

			100	100%
16	Female Heads have leadership charisma than their male counterparts	Yes	95	95%
		No	05	05%
			100	100%
17	Transformative Leadership of male principals are pro-active than the female	Yes	7	7%
		No	93	93%
			100	100%
18	Goals and objectives of male leaders are effective and directive than the female.	Yes	10	10%
		No	90	90%
			100	100%
19	Does the Transformative Leadership style of school principals shows significance difference based on gender?	Yes	92%	92%
		No	4%	4%
			100	100%
20	The leadership of female school principals is efficient and effective as regards accurate and successful management of a school.	Yes	96	96%
		No	4	4%
			100	100%

From table above, out of 100 responses to item 15, 90 responses (90%) were positive while 10 responses (10%) were negative, from item 16 – 20, it shows that 90% and above were positive in agreement that female principals are more effective and efficient in transformative leadership of school educational administration.

Discussion of Findings

The research was carried out to investigate gender and transformative leadership by Principals of Secondary Schools in Ika land. The findings of the study reveals that Table 1 shows that 75% out of 100 responses indicate that democratic leadership styles are dominant. This is in line with Adegbasan (2014), who opined that democratic leaders take interest in both the subordinates and his job.

Table 2 reveals that school organizational structure could determine the leadership style of a school. According to Marzano (2003), leadership of a school principal is

determined by efficiency and effectiveness in the accurate and successful management of schools. In addition to the above, Table 3 shows that 60% out of 100 respondents indicate that Principals should attend in-service training of leadership style before being appointed as school head which is in agreement with Bass and Riggio (2006). Table 4 and 5 indicated that over 96% responses are in agreement that teachers' participation in seminars and workshop enhances effective transformative leadership styles in secondary schools in Ika land which is in line with Drucker (2012).

Furthermore, the findings of Table 6 reveals that Transformative leadership styles of female principals has positive influence than male principals as shown in the percentage responses of 90% of 100 respondents.

CONCLUSION

The leadership characteristics of school principals should unite all tangible and intangible elements of the school together almost like cement, and should form a consistent integrity among them. The transformational leadership styles exhibited by principals working in educational institutions positively affect the school and the whole stakeholders concerning the school. This situation is also reflected on teachers and employees, and supports education and training to be successful. Researchers clearly indicate that school principal is the most important factor that will make the school peaceful or unpeaceful, and at the same time, that will determine the success or failure of the school. Thus, it can be concluded that it is very important for school principals to make an effort for the development of their transformative leadership characteristics.

Recommendations

Based on the findings of the study and the conclusion drawn, the researcher came up with the following recommendations

1. School heads should see their sub-ordinates as themselves, and not imposing decisions on them;

2. Teachers should be allowed to take part in decision making to promote Good administration in the school.

3. Teachers and school heads should participate in training and workshops to increase their knowledge of transformative leadership

4. School principals should take time to study his teachers and students to enable him/her know the style of leadership to be used.

5. School principals should make sure that teachers and students are being suspended from time to time to enhance good performance among teachers and students.

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