

Re-examination of the Influence of Contemporary Leadership Styles on Senior Secondary School Management in Rivers State

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Abstract

The study was carried out to examine the contemporary leadership styles on senior secondary school management in Rivers State. Two research questions and two corresponding hypotheses guided the study. This study adopted an analytical descriptive survey research design. A sample of 364 teachers who responded to the instrument was determined using Krejcie and Morgan's table. The sample was drawn through a cluster random sampling technique, using the three senatorial districts in Rivers State as the clusters. The data collection instrument was a structured instrument tagged "Contemporary Leadership Styles on Senior Secondary School Management Questionnaire (CLSSSMQ)". The instrument was validated and adjudged reliable with a reliability index of 0.83. Mean with standard deviation was used to answer the research questions, while z-test was adopted for testing the two null hypotheses at a 0.05 level of significance. The findings of the study revealed that there is no significant difference between the mean scores of respondents in urban and rural areas on the extent principals' transactional and transformational leadership styles influence senior secondary school management in Rivers State. It was recommended that principals and other categories of staff should adopt a transformational leadership style to broaden followers' mindsets through training and skills development to understand the requisites for leadership and adopt them to solve personal and national problems, and that national and state administrative management evaluate various techniques to improve the balance of both leadership orientations as needed, with the goal of successfully directing them to achieve their goals and objectives.

Key words: Leadership Styles, Transactional, Transformational, Management

Introduction

Every individual is distinct, and as a result, every manager's approach to leading a team is distinctive as well. Typically, the way a person conducts management is influenced by their personal characteristics. Leaders can be stern or lenient; some are gentle while others are high-strung; some are calm while others are agitated. According to Osuji and Koko (2018), corporate leadership styles can be classified based on the personality attributes of the individuals who hold the positions. Great leaders have developed throughout history, each with a distinct leadership style that has been effective in providing direction, implementing educational objectives, and encouraging teachers and students to attain set goals.

The phrase "leadership styles" refers to the total pattern of leaders' actions as perceived by their employees or subordinates in an organization (Kayii & Dambo, 2018). It represents the leaders' philosophy, skills, and attitudes in practice. The adoption of a leadership style from various categorizations, in which an appropriate style can be selected, depends on the situation in which leadership is to be exercised and the nature of the followers involved. A leader's leadership style is a leader's approach to providing direction, implementing plans, and motivating people. Traditionally, in 1939, psychologist Kurt Lewin and a team of researchers determined that there were three basic leadership styles: authoritarian (autocratic), participative (democratic), and delegative (laissez-faire). They put these three leadership styles into action with a group of schoolchildren charged with the completion of a craft project to determine responses to the leadership styles. To begin with, consider leadership styles in terms of a continuum rather than as discrete entities. Positioning yourself to the left (laissez-faire) implies that the leader exercises little to no control over a group, whereas positioning yourself to the right (authoritarian) shows that the leader seeks complete control. In the democratic intermediate position, a leader keeps a moderate amount of power or influence in a group with the group's approval (Osuji & Koko, 2018; Bass & Stogdill; Berkowitz).

However, in addition to the three styles identified by Lewin and his team, researchers have described numerous other characteristic patterns of leadership. Some of the best-known leadership styles are what are described as contemporary leadership styles proposed by researchers since Lewin developed his original framework, including transactional and transformational leadership styles, among other leadership styles. These styles show how the goals set and the skill level of teachers and students affect the style that school leaders should use to run the school.

School management is a collective group of professionals that includes principals, teachers, and other education professionals. School management, also sometimes known as school administration, is commonly associated with elementary and secondary schools as well as institutes of higher learning like colleges and universities. Education management professionals can also be found working in governmental agencies, private companies, and not-for-profit organizations (Osuji & Koko 2018). Those working in educational management might develop educational policies, conduct research, or consult to help evaluate and develop ways to enrich and enhance the educational system at all levels.

Transactional leadership style

Transactional leadership involves an exchange process that results in follower compliance with a leader's request but is not likely to generate enthusiasm and commitment to the task objective. The leader focuses on having internal actors perform the tasks required for the organization to achieve its desired goals (Adesope, Adeyemo & Olorode, 2016; Nwikina & Nwile, 2015). The objective of the transactional leader is to ensure that the path to goal attainment is clearly understood by the internal actors, to remove potential barriers within the system, and to motivate the actors to achieve the predetermined goals. Thus, the principals have to display constructive or corrective behaviors in the utilization of this style of leadership quality. A transactional leadership style focuses more on constructive behaviour, reflecting on reward as it considers follower expectations and offers recognition when goals are achieved. The clarification of goals and objectives provides for recognition of goal achievement both by individuals and groups, expected levels of performance. Thus, the principals always set standards for compliance as well as for what constitutes ineffective performance and may include punishing followers for non-compliance with those standards. This style of leadership implies close monitoring for deviations, mistakes, and errors and then taking corrective measures as quickly as possible when they occur.

According to Adesope Adeyemo and Olorode (2016), the transactional leadership style views the relationship between principals and the teachers as a transaction which focuses on the teachers completing required tasks. This scholar emphasizes that principals direct their leadership on encouraging teachers through certain methods to make them work with the assistance of external motivators such as organizational rewards.

According to Cohen, Manion and Morrison in Adesope Adeyemo and Olorode (2016), transactional leaders are not concerned with people's personal growth and prefer a principle which is about maintaining the existing situation. Thus, it clearly defines the defined roles. This implies that individuals know what they are required to do and what they will be rewarded for task completion. Therefore, it also requires leaders to offer a great deal of supervision and direction.

A study in Turkey by Castillo and Cano in Akanbi (2019) on the effects of leadership styles on teachers' organizational commitment in primary schools revealed that a transactional leadership style was one of the most appropriate styles as it allowed the head teachers and other school leaders to realize the needs of teachers within their schools and reward them for satisfying those needs in exchange for a certain level of commitment. It relies on improving the efficiency of established regulations and procedures. This increases the commitment of teachers to their job as each teacher would strive to practice the set practices and routines. However, according to Achimugu and Obaka (2017), transactional leadership may lead to poor performance among teachers. The two argue that in circumstances where head teachers make it a priority that performance must always be associated with a reward, the withdrawal or delay of the reward will lead to deteriorated performance, hence it must be done with care and within a reasonable time frame.

Transactional leadership styles use "transactions" between a leader and his or her followers—rewards, punishments, and other exchanges—to get the job done. The leader sets clear goals, and team members know how they will be rewarded for their compliance. This "give and take" leadership style is more concerned with following established routines and procedures in an efficient manner than with making any transformational changes to an organization. A transformational

leadership style According

to Mehmood, Khan, Khan, and Tahirkheli (2012), transformational leadership is the exchange amongst leaders and followers of a broader view that stimulates the concerns of followers, inspires followers to look beyond their own interests to what best benefits the institution, and influences teachers towards achievement of the teaching and learning outcomes. This style of leadership instigates his followers purely on the strength of charisma, appealing to the employee's emotional needs while motivating followers intellectually to enhance their dedication and organizational benefits.

In line with the above, Neelam, Uzma, and Afifa, K (2019), affirmed that transformational leadership provides an appropriate and supportive environment in which individual differences and needs are considered, thus creating room for better performance. This implies that principals have to be sensitive to the needs of teachers in order to encourage increased commitment and performance. For the teachers to be proactive, the principal has to be emotionally intelligent, energetic, and passionate. In a study done by Mehrotra and Sinha (2017) on school leadership and student achievement, it was found that transformational leadership led to enhanced corporation among students as well as the teachers.

In another study, Mehmood et al (2012) described four spheres of transformational leadership to be exhibited by principals in the school setting. These are: charismatic leadership, individualized consideration, and intellectual stimulation.

Charismatic leadership reflects on the formulation and articulation of ideas, demanding goals and inspiring subordinates to work ahead of their self-interest in order to accomplish common goals. In this case, principals act as role models who are highly admired, honoured, and trusted by their subordinates. This will get teachers more involved in issues that affect how they teach and how their students learn in the school system.

Individualized consideration means that as a coach or mentor, principals pay close attention to each person's needs for achievement and growth.

Inspirational motivation is the way principals motivate and inspire their subordinates to commit to the idea of organizational objectives. Principals who are inspiring and motivated create a strong team spirit that helps staff members work together to achieve their goals.

Intellectual stimulation is concerned with the role of leaders in stimulating improvement and originality in their followers by questioning suppositions and using new practices to handle old situations (Nyangena, Akujah & Okanga, 2019). In transformational leadership styles, the leader inspires his or her followers with a vision and then encourages and empowers them to achieve it. The leader also serves as a role model for the vision. They often stimulate their followers to try new approaches or techniques to solve problems.

Statement of the problem

Teachers teach and work in schools that are usually administered by managers, who are often known as principals or headmasters. School administration is itself often part of larger administration units. The conditions of teachers' working lives are influenced by the administration and leadership provided by principals, and it is widely assumed that school leadership directly influences the effectiveness of teachers and the achievement outcomes of students (Bayo & Kayii, 2020; Bello, Ibe, & Buka, 2016). In Nigeria, as elsewhere in the world, school leaders face challenges due to rising expectations for schools and schooling in a century characterised by technological innovation, migration and globalisation. And the aim of

transforming the school systems to prepare all young people with the knowledge and skills needed in this changing world depends on the roles of school leaders. Studies have shown that effective school leadership is increasingly viewed as key to large-scale education reform and to improved educational outcomes. The effectiveness of these leadership styles is still debated in educational research and policy circles, but it is clear that these ideas, and the debate surrounding them, have changed over time based on the pattern adopted in management schools. However, an unresolved and very important problem is: do principals make a difference in the management of schools with their leadership styles? This is the problem addressed by the present investigation.

Purpose of the study

The main purpose of the study is to re-examine the contemporary leadership styles on senior secondary school management in Rivers State. Specifically, the study sought to examine;

1. The extent principals' transactional leadership style influences senior secondary school management in Rivers State.
2. The extent principals' transformational leadership style influences senior secondary school management in Rivers State

Research Questions

The following research questions guided the study:

1. To what extent does principals' transactional leadership style influences senior secondary school management in Rivers State?
2. To what extent does principals' transformational leadership style influences senior secondary school management in Rivers State?

Hypotheses

The following hypotheses were formulated to guide the study:

1. There is no significant difference between the mean scores of respondents in urban and rural on the extent principals' transactional leadership style influence senior secondary school management in Rivers State.
2. There is no significant difference between the mean scores of urban and rural on the extent principals' transformational leadership style influence senior secondary school management in Rivers State.

Methodology

The study adopted an analytical descriptive survey. According to Nwankwo in Nwamae and Kayii (2018), in analytical descriptive design, the variables being studied for any sample are compared to the variously identified portions of the sample through the use of hypotheses. In this study, the researchers described the perception of respondents toward re-examining the contemporary leadership styles in senior secondary school management in Rivers State, specifically between urban and rural teachers, and also went further through the use of hypotheses to establish the significance of the difference in respondents' perception. The population for the study consists of 7425 teachers in public senior secondary schools in Rivers

State. A sample of 364 teachers who responded to the instrument was determined using Krejcie and Morgan's table. The sample was drawn through a cluster random sampling technique, using the three senatorial districts in Rivers State as the cluster. From the senatorial district, the researchers employed simple random sampling to select three hundred and sixty-four (364), two hundred and forty-six (246), and one hundred and eighteen (118) teachers from urban and rural schools, respectively. The Greater Port Harcourt Map was used to figure out where urban and rural schools should be. A self-structured questionnaire was designed on a four point rating scale of high extent (HE) = 4 points, moderate extent (3), low extent (LE) = 2 points, and very low extent (VLE) = 1 point, respectively. The questionnaire was titled "Contemporary Leadership Styles on the Senior Secondary School Management Questionnaire (CLSSSMQ). To validate the instrument, the questionnaire was given to three experts who extensively carried out face and content validity relating to the appropriateness of the content of the questionnaire used for the study. A reliability coefficient of 0.83 was obtained through the test-retest method of its measure stability. To answer each of the research questions, descriptive statistics were used, and the Independent Samples t-Test, which was the best statistical tool for the job, was used to test each of the null hypotheses at a 0.05 level of significance.

Results

Research Question 1: To what extent does principals' transactional leadership style influences senior secondary school management in Rivers State?

Table 2: Summary of mean scores on the extent to which principals' transactional leadership style influences senior secondary school management in Rivers State

S/N	Statement	Urban (N=118)		Decision	Rural (N=246)		Decision
		Mean	SD		Mean	SD	
1	There is exchange of process that result students compliance with principal's order and demand in job performance	3.28	.85	High Extent	3.17	.91	High Extent
2	The principal is very flexible in his decision on students and this has helped the students to improve their performance	2.75	1.13	Low Extent	2.73	1.16	Low Extent
3	The principal appreciates the inputs of the students in decision making	3.18	.93	High Extent	3.05	.96	High Extent
4	The level of compliance on academic disciplinary strategies by students is very high which leads good performance from the students.	3.22	.86	High Extent	3.15	.94	High Extent
5	The principal make the students to understand what to do in order	3.08	.92	High Extent	2.97	.95	Low Extent

	to achieve their academic goals which leads to high academic performance.						
6	There is high level of cooperation between the principal and the students and this has led to high academic performance from the students.	3.10	.87	High Extent	3.08	.89	High Extent
	Grand mean	3.09	0.93	High Extent	3.02	0.97	High Extent

The result from research question 1 as presented in Table 2 shows that the respondents agreed with items 1, 2, 3, 4, 5, and 6. Hence, since the grand mean of 3.09 and 3.02 are above the criterion mean of 2.50, both urban and rural teachers agreed that the principals' transactional leadership style influences senior secondary school management in Rivers State.

Research Question 2: To what extent does principals' transformational leadership style influences senior secondary school management in Rivers State?

Table 3: Summary of mean scores on the extent to which principals' transformational leadership style influences senior secondary school management in Rivers State

S/N	Statement	Urban (N=118)		Decision	Rural (N=246)		Decision
		Mean	SD		Mean	SD	
1	Exchange of ideas on how to study and pass examinations between principal and students enhance students' performance academic-wise	3.10	.90	High Extent	3.08	.96	High Extent
2	Most students are inspired and motivated to perform better by the visionary leadership of the principal.	3.23	1.05	High Extent	3.12	1.07	High Extent
3	The students most often have learnt from the principals' Intellectual Stimulation which has help them to their studies serious	3.33	.73	High Extent	3.22	.80	High Extent
4	The principal is gives individual consideration on the performance of each of the students and provide avenue for teaching and learning which leads to efficient performance by students.	2.75	.81	Low Extent	2.82	.81	Low Extent
5	In the school, the principals ensures that students learning are giving priority which influence academic	3.48	.72	High Extent	3.32	.81	High Extent

	performance.							
6	Supportive leadership for teaching from the principal influence students' academic performance	3.23	.72	High Extent	3.12	.86	High Extent	
	Grand mean	3.18	0.82	High Extent	3.63	0.87	High Extent	

The result from research question 2 as presented in Table 3 shows that the respondents agreed with items 1, 2, 3, 4, 5, and 6. Hence, since the grand mean of 3.18 and 3.63 are above the criterion mean of 2.50, both urban and rural teachers agreed that the principals' transformational leadership style influences senior secondary school management in Rivers State.

Hypothesis 1: There is no significant difference between the mean scores of respondents in urban and rural on the extent principals' transactional leadership style influence senior secondary school management in Rivers State.

Table 4: Z-test on the extent of urban and rural teachers on the extent principals' transactional leadership style influence senior secondary school management in Rivers State.

Variable	N	\bar{X}	SD	Df	z-calc	z-crit.	LS	Decision
Urban	118	3.09	0.93	362	0.912	±1.96	0.05	Accepted
Rural	246	3.02	0.97					

The results in table 4 shows that urban teachers have mean and standard deviation scores of 3.09 and 0.93 respectively, while rural teachers have mean scores and standard deviation of 3.02 and 0.97 respectively. On the basis of z-comparison, the calculated Z-ratio (0.912) is smaller than the critical value (1.96). Therefore, the null hypothesis of 'no significant difference between the mean scores of respondents in urban and rural on the extent principals' transactional leadership style influence senior secondary school management in Rivers State not differ significantly' is retained for insufficient empirical evidence.

Hypothesis 2: There is no significant difference between the mean scores of urban and rural on the extent principals' transformational leadership style influence senior secondary school management in Rivers State.

Table 5: Z-test on the perception of urban and rural teachers on the extent principals' transformational leadership style influence senior secondary school management in Rivers State.

Variable	N	\bar{X}	SD	Df	z-cal	z-crit.	LS	Decision
Urban	118	3.18	0.82	362	1.11	1.96	0.05	Accepted
Rural	246	3.63	0.87					

The results in table 5 shows that urban teachers have mean and standard deviation scores of 3.18 and 0.82 respectively, while rural teachers have mean scores and standard deviation of 3.63 and 0.87 respectively. On the basis of z-comparison, the calculated Z-ratio (1.11) is smaller than the

critical value (1.96). Therefore, the null hypothesis of 'no significant difference between the mean scores of respondents in urban and rural on the extent principals' transformational leadership style influence senior secondary school management in Rivers State not differ significantly' is retained for insufficient empirical evidence.

Discussion

Thus, the opinion of urban and rural teachers on the extent to which principals' transactional and transformational leadership styles influence senior secondary school management in Rivers State does not differ significantly. The result of the study is in line with that of Kayii and Dambo (2018), who found that the leadership approach provided direction, implementation of plans, and motivated people toward a transformed society.

Also, the finding agrees with that of Olorode (2020), who noted that transformational leaders create valuable and positive change in their followers with the end goal of developing followers into leaders and, more importantly, emphasizing societal morals and ethics would enhance students' productivity in the world of work. Also, Bello, Ibe, and Buka (2016) revealed that transactional leadership was the dominant leadership style used by the senior secondary school principals in Kogi State. Also, chemistry students whose teachers used transformational principles did better than their peers whose teachers used authoritative or "let it go" principles.

Conclusion

From the findings, it was concluded that the extent to which a leader is transformational is measured first in terms of his influence on the management of schools. The followers of such a leader feel trust, admiration, loyalty, and respect for the leader; and because of the qualities of the transformational leader, they are willing to work harder than originally expected. These outcomes occur because the transformational leader and transactional leader offer followers something more than just working for self-gain, as they provide followers with an inspiring mission and vision and give them an identity to transform and motivate followers through their idealized influence. In light of the foregoing, the researcher came to the following recommendations:

Recommendations

It was recommended that principals and other categories of staff should adopt a transformational leadership style to broaden followers' mindsets through training and skills development to understand the requisites for leadership and adopt them to solve personal and national problems.

Also, it is recommended that both national and state administrative managers should look at different ways to improve the balance between the two types of leadership as needed, with the goal of guiding them to achieve their goals and objectives.

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