RELATIONSHIP BETWEEN TRANSFORMATIONAL, TRANSACTIONAL LEADERSHIP STYLES AND TEACHERS JOB COMMITMENT IN SENIOR SECONDARY SCHOOLS IN BORNO STATE

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ABSTRACT

This study determined relationship between transformational, transactional leadership styles and teachers job commitment in senior secondary schools in Borno State. The objectives of the study were to determine relationship between transformational leadership style and teachers' job commitment, and relationship between transactional leadership style and teachers' job commitment. The study answered one research question and tested three hypotheses. The study adopted a survey and correlation research design. Target population of this study was secondary school teachers in all the four (4) educational zones of Borno State consisting of 3,798. The research work was conducted in twenty (20) out of the entire eighty five (85) secondary schools within four (4) educational zones in Borno State. Stratified random sampling procedure was adopted to select twenty secondary schools for the study while samples of 760 teachers were randomly selected from the sampled schools in the four education zones. Questionnaire was constructed as an instrument for collection of data for the research work. A pilot study was conducted to test the reliability of the instrument. The instrument has Cronbach alpha reliability

Introduction:

There is mounting concerns from stakeholders on principals providing effective leadership in secondary schools in Nigeria, which Borno State is not exceptional. It seems however that many principals have not considered their styles of leadership as determinants of teachers' job commitment in their schools. Hence, some of them seem to find it difficult to effectively administer their schools (Gronn, 2000 & Adeyemi, 2006). Therefore, the school principal is in a unique position as the manager or administrator who controls school's resources for attaining organizational goals. Effective leadership is one of the major factors

coefficient index of .860. Mean and standard deviations were used to answer the research questions while the hypotheses which anchored on determining the relationship between principals' leadership styles and teachers' job commitment was tested using Pearsons Product Moment Correlation Co-efficient. The findings of the study indicated that the level of teachers' job commitment in Borno State secondary schools was significantly high. There was significant relationship between transformational leadership style and teachers' job commitment. There was significant relationship between transactional leadership style and teachers' job commitment. Based on the findings it was recommended that there should be deliberate efforts on the part of secondary school principals and teachers to improve their leadership styles and roles to the direction that seems more favourable for effective teacher commitment to their job. Principals in Borno State secondary schools should use more of transformational and transactional leadership styles, which enhance their job commitment. More opportunities should be given to teachers by their principals in active participation in decision making on issues that affect their job performance and commitment.

Contributing to the progress and productivity of any organization (Yuki, 1994).

Some leadership styles exhibited by principals include autocratic style, which is also referred to as authoritative. Burns (1978) stated that an autocratic leader maintains most of the authority by issuing order and yelling group members what to do without consulting them. There is also democratic or participative style of leadership. A democratic leader confers final authority on the group a vote before making a decision. Participative style of leadership has been recommended in the management literature dating to the early 1950's while the free-rein style of leadership is that a leader turns almost all authority to group members and does little leading as possible. Giving a situation which the work to be done by each employee is clearly defined. Such leaders maintain a hands-off policy. They make few attempts to increase productivity on their employees (Newstrom & Keith, 2001).

In addition, leadership spells out some form of hierarchy among members. It makes explicit who the chief executive is and who his subordinates are. A good leadership gives an organization a sense of direction leading to efficiency and

productivity. Leadership is capable of influencing the actions, behaviours, beliefs and feelings of his/her subordinate and expect their willing cooperation. He is an innovator who brings changes in the organizational set up, and he makes policy statements of intent, direct rational decision making as well as committed to whatever task that lies ahead of him.

Transformational leaders go beyond transacting with their subordinates and transform not only the situation but also the subordinates (Bass, 1998). The researchers concluded that they get their subordinates transcend through their own self-interest for the sake of the school. He further identifies three ways in which leaders transform subordinates, indicating that;

    i.   Increasing their awareness of task importance and value.

    ii.   Getting them to focus first on team or organizational goals rather than their own interest.

    iii.   Activating their higher-order needs, visionary leadership takes experience, coverage and foresight to lead effectively. Vision does not only guide a leader through what he is doing but also against what he does not do. This is the reason why some leaders see everything with leadership bias.

Transformational leadership style refers to a true leader who inspires his or her subordinates with a shared vision of the future very highly visible, good communicating, not necessary lead in front, delegate responsibilities, enthusiastic, risk taking, creativity, advocative and collaborative, entails individualized, consideration, inspirational motivation and idealized influence on subordinates. This leadership style is the most dominant style taught in the "How to lead; Discover the leader within you". Previous research has demonstrated that transformational leadership contributes to valued teacher outcome. For example, teacher in schools characterized by transformational principal behaviour are more likely than teachers in other schools to express good feeling with their principal, report that exert extra effort, and be more committed to the organization and to improving it (Leithwood, Jantzi & Stembach, 1999). School leadership researchers have found that transformational approaches have positive effects on teachers. The essence of transformational leadership is dedicated to fostering the growth of organizational members and enhancing their commitment by elevating their goals. In contrast, transformational leadership goals aim at fostering the growth of organizational members and enhancing their

commitment without attempting to elevate the motivates of followers or human resources of the organization (Burns, 1978).

For transactional leadership style, it required members to obey their leader totally when they take a job on the "transaction" is usually that the organization pays the team members, in return for their effort, and compliance. As such, the leader has the right to "punish" team members if their work doesn't meet the pre-determined standard. Alternatively a transactional leader could practice "management by exception", whereby, rather than rewarding better work, he or she would take corrective action if the required standards were not met. Transactional leadership is really just a way of managing rather a true leadership style, as the focus in on short-term tasks.

Commitment being investment in a particular career through the willingness of one individual in investing personal resources to a task was identified as one of the most crucial factors for the success of education and schools. For example, some researchers consider leadership to be the crucial factor which fosters staff commitment. Tyree (1996), Nias (1981) variously testified that organizational leadership was considered da measure of commitment and professional practice. Few studies were conducted to explore the relationship between principals leadership styles and teachers job commitment such as single and Billinnsgley (1998) in Fika (2005) stated that low level of teachers commitment reduces students' performance increases teacher absenteeism and increases teacher turn over, to (move from teaching to another job). The success of any organization depends primarily on the staffs' level of commitment (Oberholster & Taylor, 1999). They added that teachers with low levels of commitment are less faithful to the organization, see themselves as outsiders, do only what enables them to get by and seem to be more concerned with [personal success than the success of the organization as a whole. In contrast, teachers with high levels of commitment see themselves as an integral part of the organization, what threatens the organization endangers them as well, do their best to perform their duties better and work for the organization as if it belong to them.

A study undertaken by Pajares (1992) found that much leadership perceived staff, commitment in areas such as caring for, responding to and meeting students' needs; a desire to improve professional practice; management and investment of time as a resource and; the inability to leave the "job at the gate". What is implied here refers not only to practice but also to the set of values or beliefs about education that each leader or staff holds in high esteem. This is my

work, my responsibility and I get a lot of enjoyment from this, (Teacher cited in Elliot & Crosswell, 2001). All these signify self-motivation occasioned by effective style of leadership, which is relationship oriented. Highlighted by Swanepoel, Erasmus, Van and Scheck (2000), leadership styles that encourage employees' commitment are essential for an organization to successfully achieving their goals. It has become clear that organizational commitment (OC) has important implications for employees and organizations through various studies by researchers.

De Blois (2000) explained how good leader recognize and depend upon the talent, commitment, and leadership of many within the school organization. He claimed, 'Anyone who thinks that a good school is the responsibility of providing one person is foolish. No leader or principal can be effective in overseeing, motivating, recognizing and supporting every key individual in the school or community". The key to a principal's success in the current environment is very much determined by his or her ability to inspire others to assume leadership and responsibility and to work collaboratively towards a shared vision of improved education (Carter & Cunningham, 1997)

According to De Blois (2000), good leaders will practice transformational leadership consists of identifying, encouraging, and supporting others in the organization to assume positions of leadership. Whilst researchers did argue for the distinctiveness of their terminology, the terms, be they called teacher leadership, transformational leadership distributed leadership, or participative leadership. They are nonetheless related to each other, and could be well linked with democratic leadership perspective on the performance of successful school leaders who bring about greater teacher's organizational commitment and job satisfaction as to how they work to empower their teachers.

In the words of McEwan (2003), "relationship drives school improvement. Effective school principals understand that to have a successful school, they need to focus on the people within the school, not the programme (Whitaker, 2003). This is because people are implementing the programmes. Once the school head looses grip or sight of human factor, the programmes may collapse like a pack of cards.

The ability to establish personal relationships with all members of a school community is central to the work of an effective principal. According to McFewan (2003), these relationships convey a sense of caring and appreciation. Hariss (2004) saw caring as a way of showing respect, for teachers and students believed this process involves challenging people to grow personally and

professionally.   In similar manner (Marzano, 2005) found that effective principals demonstrate a variety of relationship building behaviours with teachers, students, and parents. They engage in these behaviours on daily basis in an effort to keep their relationships positive and growing (Whitaker, 2003). According to Fika (2005) school will improve only as principals and teachers grow in their human relations and understanding of the certainty of their roles to student's performance. This is to say that good relationship among principal leadership, teachers and students will lead to teachers' commitment and hence, increase students' academic performance. The effectiveness of an organization, therefore, depends on many factors of these commitments. It is believed that the most important one is the interaction of administrators, teacher, and students who are the permanent components of learning and instruction.   Positive relationships and trust among them reinforce commitment and lead to better academic performance. Several educators such as Weber & Mitchell (1995) had pointed out that teacher commitment is deeply rooted in childhood experience and culture. Previous researchers revealed that high level of commitment are associated with many positive attitudes, such as feelings of belonging, security, efficacy, purpose in life, and positive self-image (Mowday, et al 1982). Such was the case with teachers as well as Tarr, Ciriello, & Convey, 1993). Adeyemo (2005) remarked that no profession in Nigeria has suffered reversal of fortune than teaching. This they submit has affected the commitment expected of the teachers. This then implies that the quality of service rendered by an unmotivated teacher could affect academic achievement of learners. The principal must change schools into caring responsible, knowledge, rich, competent centers of the community where students are free to learn, and will learn.

Statement of the Problem

 In secondary school, the principals are to coordinate all the activities of the school for maximum output. There is mounting concern from stakeholders on principals providing effective leadership in secondary schools in Borno State. There is evidence to suggest that some of them seem to find it difficult to effectively administer their schools.

From the researchers' experience as teachers in various secondary schools in Borno State, have observed that most of the teachers are not satisfied with their job. The reasons included non-availability of the teaching-learning facilities, poor conditions of service, lack of promotions, lack of in-service trainings, poor housing accommodation and delay in payments of salaries and allowances. It is reasonable to suggest that when teachers are not satisfied on their job, they will not be committed. For a teacher to put in his best, he must derive satisfaction from his job and be properly motivated. Studies have suggested that there is a significant relationship between principals' leadership styles and job satisfaction.

This study therefore, investigated the relationship between principal's leadership styles and teachers' job commitment.

Objectives of the Study

The objectives of the study were to determine the:
1. level of teachers' job commitment of Senior secondary schools in Maiduguri metropolis
2. relationship between transformational leadership style and teachers' job commitment of Senior secondary schools in Maiduguri metropolis.
3. relationship between transactional leadership style and teachers' commitment of Senior secondary schools in Maiduguri metropolis.

Research Questions

The study answered the following questions

What is the level of teachers' job commitment of senior secondary schools in Maiduguri metropolis?

Hypotheses

The study tested the following null hypotheses:
1. Ho_1 There is no significant relationship between transformational leadership styles and Teachers' job commitment of Senior secondary schools in Maiduguri metropolis
2. Ho_2. There is no significant relationship between transactional leadership styles and teachers' job commitment of senior secondary schools in Borno state.

METHODOLOGY

The study determined the relationship between principals' leadership styles and teacher's job commitment and used survey and correlational research designs. The study adopted correlational and survey research designs because correlational design determines the extent or degree of relationship between leadership styles of principals and teachers' job commitment in senior secondary schools in Borno State. Ogunleye (2000) posited that correlational research determines the extent or degree of relationship existing between two or more variables. Survey design was also adopted because it is appropriate for gathering data on which leadership style is most used by principals and level of teachers' commitment in Borno State. Moreover, since the study involved the use of a representative sample from a population and the drawing of inferences based on

analysis of available data survey processes and methodologies is appropriate for exploring principals and teachers' perceptions and opinions.

Population and Sample

The target population of this study was secondary school teachers in all the four (4) educational zones of Borno State (Maiduguri, Biu, Gwoza and Monguno). The population of the study constituted of 3,798 teachers (males and females) and with a sampled of 760 from 20 senior secondary schools in the study area. The stratified random sampling technique was used due to geographical factors and inaccessibility to some areas due to poor road networks to select the schools involved from the 4 education zones (Maiduguri, Biu, Gwoza and Monguno). The sample random sampling method was used to sample 760 teachers from the sampled schools in the 4 education zones. In this study therefore, 20% was sampled. Aroh (2002) confirmed that when the population is large, the percentage population of sample should be about ten percent (10%) minimum, while for smaller population is twenty percent (20%). Thus, 20% respondents were selected from a total of 3,798 teachers in Borno State secondary schools. Nwogu (2002) recommended the random sampling technique because of its potential usefulness to estimate bias in the research and the chances of any member of the population be selected are not dependent on previous selection.

Table 1: Population and Sample of Teachers in the Four Educational Zones

S/N	Educational Zone	Number of School	Total Population	Sample (20%)
1	Maiduguri (MMC)	28	1,560	312
2	Biu	18	1,120	224
3	Gwoza	26	960	192
4	Monguno	13	158	32
	Total	**85**	**3,798**	**760**

Source: Borno State Teaching Service Board

Table .2: Sample of Schools Showing Distribution by Gender

			Sample		
S/N	Zone	School	Male	Female	Total
1	Maiduguri (MMC)	28	80	82	162
2	Biu	18	68	19	87
3	Gwoza	26	32	19	51
4	Monguno	13	25	19	44
Total		**85**	**205**	**139**	**344**

Source: Borno State Teaching Service Board

Research Instrument

The instrument of this study was a self-developed or designed questionnaire titled "Principals Leadership Styles and Teachers Job Commitment Questionnaire" (PLSTJCQ). Items of the instrument were derived from related literatures and suggestions from school principals and teachers. Other instruments of related constructs guided design of the instrument. PLSTJCQ was face-validated by three experts in Education Department to rest the content validity. The questionnaire was divided into three sections: section one contained introduction, instructions and necessary explanation by the researcher; section two contained demographic information about the respondents while section three contained items which sought for teachers' opinions on various leadership style variables and their relationships with teacher job commitment. The instrument was a Likert Scale type questionnaire with the following responses – Strongly Agreed – (SA) Agree – (A) Undecided – (UD) Disagreed – (D) and Strongly Disagreed – (SD). For the purpose of estimating the Cronbach alpha reliability of the questionnaire the categories of responses were weighted – Strongly Agreed = 5, Agree = 4, Undecided = 3 Disagreed = 2 and Strongly Disagreed = 1. The result of the pilot study revealed the Cronbach alpha reliability coefficient of 86.

Method of Data Analysis

The data collected were analyzed using frequencies, percentage count, mean and standard deviation to answer the research questions and Pearson Product Moment Correlation Co-efficient to test the hypothesis. According to Asika (2001) descriptive analysis is used to summarize information generated in the research and mass of information generated in the study, so that appropriate analytical methods will be used for further observation of relationship between the variables. Pearson Product Moment Correlation Co-efficient according to Ferguson (1981) is a statistics of interval ratio type. He observed that procedures for the analysis of interval and ratio variables constitute by far the largest and most important class of statistical method. For this reason, the researcher made the choice of Pearson Product Moment Correlation Co-efficient for this study.

RESULTS

Research Question: What is the level of teachers' job commitment?

To answer this research question, descriptive statistics of mean and standard deviation was computed and the results were used to analyse the data. The result is presented on Table 1.

Table 1: Level of teacher job commitment In Borno State

S/N	ITEM	SA	AG	UN	DA	SD	Total Sample	Item Total	Mean	Std. Dev.
1	I am always punctual to duty.	200	139	5	0	0	344	1571	4.5669	.52496
2	I am dedicated to my primary responsibilities.	192	145	7	0	0	344	1561	4.5378	.53862
3	I use my initiative and give more attention to my work/students.	117	209	16	2	0	344	1473	4.2820	.57562
4	I participate actively in most school activities.	159	161	17	5	2	344	1502	4.3663	.69654
5	I willingly accept responsibilities assigned by the principal.	183	140	6	13	2	344	1521	4.4215	.75955
6	I am always determined to achieve the set goals of the school.	172	148	23	1	0	344	1523	4.4273	.63011
7	I engage in co-curricular activities for students' academic output.	150	173	19	2	0	344	1503	4.3692	.61591
8	I am willing to put in my very best whenever work is assigned to me.	137	187	13	5	2	344	1484	4.3140	.67026
9	I am willing to go on with my job even when I am hurt.	107	185	45	4	3	344	1421	4.1308	.74253
10	I always conduct my assignment as and when due.	159	168	7	1	0	344	1508	4.3873	.67299

Results from Table 1 indicate that teachers in Borno state secondary schools are committed to their job. Using means and standard deviation, it can be seen that all teachers agree (some agree strongly) that teachers are punctual, dedicated, attentive, actively participate, determined, engaged in curricular activities, willing to put their best and conduct their respective assignment as and when du

Ho1: There is no significant relationship between transformational leadership styles and Teachers' job commitment.

To test this hypothesis, Pearson Moment Correlation Coefficients was computed and the result is presented on Table 2.

Table 2: Relationship between transformational leadership style and teacher job commitment

Variable	Sample	Mean	Std. Dev.	r	P-value	Remark
Transformational	344	41.5785	3.1502	.181**	.001	Sig.
Teacher job commitment	344	43.7994	3.7296			

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

The results from Table 2 indicated that the coefficient of relationship between transformational leadership style and teacher commitment was obtained (i.e. $r = .181$) at the .05 level of significance indicating that there is significant relationship between transformational leadership style and teachers' job commitment. The null hypothesis is therefore, rejected in this case.

Ho2: There is no significant relationship between transactional leadership styles and Teachers' job commitment.

Table 3: Relationship between transformational leadership style and teacher job commitment

Variable	Sample	Mean	Std. Dev.	r	P-value	Remark
Transactional	344	37.9273	5.4940	.122*	.023	Sig.
Teacher job commitment	344	43.7994	3.7296			

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

The results from Table 3 indicated that the coefficient of relationship between transactional leadership style and teacher commitment was obtained (i.e. $r = .122$) at the .05 level of significance indicating that there is significance relationship between transactional leadership style and teachers' job commitment. The null hypothesis is therefore, rejected in this case.
To determine the relationship between nurturant leadership style and teachers' job commitment, the third hypothesis was tested at the .05 level of significance:

Summary of Findings
The study found that;
1. The level of teachers' job commitment in Borno State secondary schools was significantly high.

2. There is significant relationship between transformational leadership style and teachers' job commitment.
3. There is significant relationship transactional leadership style and teachers' job commitment.

Discussion

The study found in respect to research question one that the level of teacher's job commitment in Borno State secondary schools was significantly high. This finding agrees with Tyree (1996) and Nias (1981) who variously testified that organizational leadership was considered a measure of commitment and professional practice. When the leadership in schools wants teachers to become committed to their primary task, such leadership is expected to be concerned with the welfare of his teachers and ensure both their academic and professional development. The professional practice of the leadership is believed to be motivate and committed in his workplace, due to the pride of place he enjoys in being in the hands of a professional leader (principal) and so practices the profession with greater commitment and enthusiasm. This desire is pursued by a functional leadership styles in schools. Some teachers believed that leadership, which encourages their professional identity, ensures their commitment because it defines them and their work and they get a lot of enjoyment from this. A committed teacher means a dedicated person. The finding aligned with Ebmeiter and Nicklaus (1991) findings that the leadership's measured staff commitment affective or emotional reaction to his/her experience in a setting. It was part of a learned behaviour or attitude associated with the professional behaviour of staff. From these affective reactions to the setting, teachers make decisions about their level of willingness to personally invest to that particular setting or particular group of students. The finding justifies Pajares (1992) who attested that the measurement of her commitment to teaching was "not something that you just do at work, it is something that is in you" through the guidance of concerned leadership. Another staff took this further by suggesting that it "might just be my personality type. I just want to do a good job". Yet another said commitment is part of you. This is my work, my responsibility and I get a lot of enjoyment from this. All these signify self-motivation occasioned by effective style of leadership, which is relationship-oriented.

The findings of the study in respect to hypothesis one showed a significant relationship between transformational leadership style and teachers' job commitment. This result agrees with the findings of Cruz, (1995) which indicated that in order to build strong teacher commitment, principals must provide strong directive leadership in setting and developing school goals, creating a unity of purpose, facilitating communication, and managing instruction. The result aligned with Depasquale (19960; Meade (1994) and Yakmalain (1995) whose findings revealed high correlations between the

principal's leadership behaviours or buffering, caring, involving and praising and faculty trust in the principal and commitment to the school. The relationship between transformational leadership style and teachers' job commitment could be underpinned by the ability of a transformational leader to increase awareness of task importance and value among teachers and inculcate team or organizational goals in teachers (Bass, 1998).

Result from hypothesis two showed that there is significant relationship between transactional leadership style and teachers' job commitment. The found relationship between transactional leadership style and teachers' job commitment may have been accounted by teachers' perception of the transactional leader as a manager who expects nothing less than the best of services in return for remunerations paid to the teachers. Such leader is seen as having the right to "punish" whoever found wanting in the dispatch of respective duties. This finding is in consonance with the findings of Houseknecht (1990), Marschilok (1993) who also found positive correlation of teachers' perceptions of the principal's leadership behaviour with teacher morale and commitment to the school and to the teacher profession. Effective school principals understand that to have a successful school, they need to focus on the people within the school, not the programme. This is because people are implementing the programmes. Once the school head loses grip or sight of human factor, the programmes may collapse like a pack of cards. It is against this background that McEcwan (2003) observed that these relationships convey a sense of caring and appreciation. Therefore, healthy interpersonal relationship among personnel in the school setting will help to promote environment that is conducive for teaching-learning situation. The healthy relationships will attract and sustain the academic interest of the leaders as well.

Conclusion

Based on the findings of the study, it was concluded that more principals in Borno State use transformational leadership style, this has impacted positively on teachers' level of job commitment in the secondary schools as all teachers in Borno State appear to be highly committed to their job. Considering the fact that transformational and transactional leadership styles are significantly related to job commitment, the researcher therefore concludes that these two leadership styles should be exhibited in Borno State secondary schools.

Recommendations

1. Principals in Borno State secondary schools should use more of transformational and transactional leadership styles, which enhance teachers' job commitment more than nuturant leadership style.

2. More opportunities should be given to teachers by their principals for active participation in decision making on issues that affect their job commitment.

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