Principals' Transformational Leadership Behaviour and Teachers' Commitment to Duty in Public Schools in Borno State, Nigeria

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Abstract: This paper examined Principals' Leadership Behaviour (PLB) and Teachers' Commitment to Duty (TCD) as correlates of transforming public senior secondary schools in North-East geo-political zone, Nigeria. The study adopted correlation research design. Four research questions were answered and two hypotheses were tested. The modified version of Leader Behaviour Description Questionnaire (LBDQ) of Halphin (1966) and Organizational Commitment Questionnaire (OCQ) of Porter (1974) were used for data collection. The population for the study comprised all the 3035 teachers and the 79 principals in Borno state public senior secondary schools while 40 principals and 570 teachers randomly selected participated in the study. The data were computed and analyzed using means, percentages, ANOVA and Spearman's Rho correlation and the results revealed among others that; teachers' perceived principals to be exhibiting initiating structure behavior (47.5%), principals' perceived themselves to be exhibiting consideration behaviour (53.5%), teachers were committed to their duty (74.6%) but there are variations in the teachers' commitment associated with principals' leadership behavior. It was therefore recommended that; combination of consideration and initiating structure leadership behavior should be largely demonstrated by the principals' to enhance teachers' commitment to duty for the transformation of public senior secondary schools in the zone.

Keywords: Leadership Behavior, Teacher Commitment, Transformation, Public Senior Secondary School.

1. Introduction

The administrator of a school performs the administrative functions of planning, organizing, directing, controlling, and coordinating, as a leader he must possess certain qualities to be able to perform effectively (Duze, 2012). Such qualities include maturity, intelligence, and initiative, sense of judgment, emotional stability, decisiveness, dependability, and high degree of personal integrity (Oyedeji & Fasasi, 2006). His ability to lead effectively therefore affects the tone of the school. Bush (2011) opined that leadership means influencing others' actions in achieving desirable results .Leaders according to Bush (2011) are people who shape the goals, motivation, and actions of others. Frequently they initiate change to reach existing and new goals. Leadership is the ability to influence a group toward the achievement of goals. It is a process by which a person influences others to accomplish a mission, task, or objectives and directs the organization in a way that makes it more cohesive and coherent (Clark, 1993).

Oluremi (2008) stressed that the importance of the role of principals on the school organization cannot therefore be over looked. In the school system, the principal as an administrator influences his teachers to achieve the goals and objectives of the school. The fundamental goal of the school is to enhance the teaching and learning process. Hence the school administrators should endeavour to influence the behaviour of the teachers in order to achieve the goals of the school. Transformational approaches to leadership have been advocated for effective management of the school system. Cohen, Frick, Gadon and Willits (1995) noted that transformational leader is the leader who inspires people to excel and articulates meaningful vision for the organization. A leader acts in both formal and informal ways to build employee commitment in the organization. Transforming leadership is viewed as ultimately becoming moral because it raises the level of human conduct and ethical aspiration of both the leader and the led, thus having a transforming effect on both (Homrig, 2001).

Homrig (2001) pointed out that the way leaders influence followers is based on their shared sense of what is important, worth doing well, and expending energy on it. In a sense the more significant the endeavor, the more the undertaking itself takes on an importance greater than either the follower or leader. Such leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality.

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Khasawneh, Omari and Abu-Tineh (2012) explained that transformational leadership is concerned with the process of how certain leaders are able to inspire their followers to accomplish more than is usually expected of them by stimulating higher level needs; behaving in ways that make others want to trust, respect and admire them; empowering employees to transcend their own self- interest for the good of the organization; creating an atmosphere in which followers are compelled to be more productive and by giving meaning to organizational life. Consequently the success of educational administrators depends on their effectiveness as well as the effectiveness of the classroom teachers. Effective leadership behaviour creates inspiring and stimulating climate for the group so that they can enjoy a high level of morale and are motivated to receive new ideas and are always ready to venture into new goals (Nadeem and Mudasir, 2012). Nadeem and Mudasir (2012) were emphatic that the behaviour of a leader is the inspiring force that begets healthy climate, high morale and motivation for the receptivity of new ideas for taking the organisation to higher and still higher plane.

Babayemi (2006) in Ekundayo (2010) pointed out that the behaviour of leaders has been identified as one of the major factors influencing the productivity of subordinates in any organization in which the school system is not an exemption. Ekundayo (2010) remarked that without leadership, an organization can best be described as a scene of confusion and chaos. According to the author, when leadership in an organization is effective, there is progress, but when the leadership is defective, the organization declines and decays. Therefore, principal's leadership behaviour has a significant relationship with teacher commitment to duty.

1.1 Objectives of the Study
The study was designed to achieve the following objectives:
1. To identify the leadership behaviour of school principals in Borno State as opined by the teachers and Principals.
2. To find out how these behaviours relate to teacher commitment.
3. To establish whether significant difference exists among the leadership behaviour and Principals teaching and administrative experience and their qualification.

1.2 Statement of the Problem
Leadership behaviour of principals goes a long way in creating a favorable climate that makes the teachers committed to their job. It has been observed during a preliminary survey that there were cases of frequent transfer and indiscriminate appointment of principals in the State. No consideration was given to the importance of leadership qualities which are developed as the teachers become experienced on the job. Borno state is one of the educationally backward states in terms of academic achievement. There are many causes of this poor performance, one of which is lack of qualified teachers. However, even if all the teachers needed are available, their non- commitment to duty as a result of poor leadership behaviour would not change students' performance for the better. Leadership has been strongly emphasized in the literature (Peretomode 2001, Undeozor 2004, Petemotode (ed) 2007, and Ovwigho) to be a very important factor in determining school effectiveness. This fact does not seem to be true in Borno State where several issues indicate clearly that school heads are appointed not based on their qualification, experience and competence. This unhealthy practice is contrary to the general consensus among scholars, particularly in the field of School administration, that no one else influences the School like, or more than the principal.

Appointment of principals in Borno State has been an issue of concern to scholars of educational administration. The experience as a teacher is not considered in the selection. The method of appointing principals for reasons of what is referred to as geographical spread has often led to the selection of inexperienced and incompetent persons to fill such very important positions in the school. Leadership qualities are developed in the process of working. Inexperienced teachers are not likely to have the required leadership qualities that would enhance good leadership in the Schools. Nwagwugwu (1990) while showing her concern for the quota system of appointing principals advises that appointment of school heads should be based on merit qualification and competence rather than on political consideration to ensure that the huge investment being made in Secondary education yields qualitative education. The problem of this study was to find how the principals' leadership behaviours relate to teacher commitment to their duty in the Borno state.

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1.3 Research Questions

1. What types of leadership baheviour are exhibited by the principals as perceived by the teachers?
2. What type of leadership behaviours are exhibited by the principals as perceived by the principals themselves?
3. What is the level of teachers' commitment to duty in Borno State?
4. Is there any variation in teacher commitment to duty associated with the leadership behaviour of Principals?

1.4 Hypotheses

H_{01} *There is no significant relationship between leadership behaviour of principals and teachers' commitment.*

H_{02}*: There is no significant difference in the teachers' commitment to duty on the basis of leader behaviour categories.*

2. Literature Review

According to Jordan (2000), the word leadership comes from a root word which is similar to the Latin word from which education is derived. Both means to 'draw out' and 'lead forth' to lead means to be out in front and presume a following which is being taken in a particular direction. That direction is established by the objectives and purposes of the institution or organization which is being administered. Thus one of the critical functions of leadership is to articulate purpose with lucidity and to paint with vivid colors the visions of possibilities implicit in the general purpose of the institution or the system. An alternative conception of school leadership rests on the idea of distributed leadership (Spillane, Halverson and Diamond, 2004) which recognizes that leadership involves collaborative and interactive behavior through which organizations are maintained, problems are solved and practice is developed.

According to Wikipedia, the free encyclopedia (2010), leadership has been described as the process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task. It is ultimately about creating a way for people to contribute to making something extraordinary happen. Effective leadership according to Wikipedia is the ability to successfully integrate and maximize available resources within the internal and external environment for the attainment of organizational or social goals. Certain theories of leadership have been identified by scholars. These include: a) the Trait Theory which according to Peretomode (2001), is an approach referred to as the 'great man' approach to the study of leadership Trait approach is based on the belief that leaders are born, not made. It was believed that the inherent personal characteristics, qualities or attributes are transferrable from are situation to the other, and that only those who possessed such traits were potential leaders (Obi 2003). This theory according to Obi (2003) believes that some people are born to rule while others are born to follow. This means that one is a leader by predisposition. Studying leadership by this approach, attention is focused on the natural trait of the individual traits and general ability characteristics. b) Situational/Contingency Theory: Most schools in the area of leadership now agree that neither the personality trait approach nor the search for the best leadership style or behaviour was adequate to deal with the complexities of the underlying processes (Peretomode, 2001). Udeozor (2004) stated that the contingency approach holds it that varying situations require different leadership styles. Even when two situations are alike they will affect leadership differently and no single leadership can be effective in all situations. Udeozor (2004) is emphatic that the behavior of a leader at any point in time is determined by the situation in which he finds himself as well as the task he is set to achieve. Leadership effectiveness depends upon the fit between personality characteristics and behaviour of the leader and situational variables such as task structure, position power, and subordinate skills and attitudes (Nte, 2003).

Fielder's research indicated that task-oriented leaders were more effective when the situation was either highly favorable or highly unfavorable, but that person-oriented leaders were more effective in the moderately favorable or unfavorable situations. The theory did not necessarily propose that leaders could adapt their leadership styles to different situations, but that leaders with different leadership styles would be more effective when placed in situations that matched their preferred style (Kuratko, 2007). **c)** Behavioural Theory: As a result of the inadequacies of the trait approach to leadership perhaps resulted in

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a new thinking along different lines. Attention was shifted from what qualified the leader possessed to the leader's capabilities and behavior. The premise of this stream of research was that the behaviours exhibited by leaders are more important than their physical, mental, or emotional traits and e) the Path Goal Theory: The path-goal theory is another important contingency leadership theory postulated by Robert House (1974). The theory suggests that an effective leader is one who clarifies paths through which followers can achieve both task-oriented and personal goals (Jermier, 1996)). According to the author the best leaders raise motivation and help followers move along these paths. Deriving from these, a leader could indeed have a peculiar way of leading which is termed leadership style. They are the autocratic (or authoritarian), democratic, and Laissez-faire leadership styles.

In the autocratic leadership style, power and decision-making reside in the leader. He directs and controls group members on how things must be done. He does not maintain clear channel of communication between him and the subordinates, and does not delegate authority nor permit subordinates to participate in policy or decision making (Smylie and Jack, 1990). The democratic style of leadership emphasizes group and leader participation in the making of policies while decisions about organizational matters are taken with consultation, communication, and suggestions from the various members of the organization. Laissez-faire leadership style allows complete freedom to group-decision without the leader's participation whose involvement here is just to supply the needed materials. Thus, subordinates are free to do whatever appeals to them (Talbert and Milbrey, 1994).

2.1 Theoretical Framework

The framework for the study is the behavioural theory of leadership which saw leadership as an aspect of behaviour at work. They therefore sought to determine what effective leaders do (e.g. how they take decisions, how they delegate tasks or motivate their followers etc.) rather than what they are. In attempting to identify the personal behaviour associated with effective leadership, behavioural theorists assume that individuals who display appropriate behaviour will emerge as leaders. It is believed that once the description of leader behavior has been established the comparison between effective and ineffective leader behavior can be made using a variety of criteria (Obi, 2003). The premise of this stream of research was that the behaviours exhibited by leaders are more important than their physical, mental, or emotional traits. Unlike the trait theory which attempts to describe leadership on the basis of what leaders are, leadership behavioural approach seeks to explain leadership in terms of what they do and it is interested in exploring the relationships which exist between behavioural and work group performance.

The model identifies four leadership behaviours which are: 1. Directive: in which the leader alone dictates what is to be done and when is to be done. 2. Supportive: by which the leaders is follower friendly and shows interest in followers. 3. Participative: by which the leader involves followers in decision making. 4. Achievement oriented: the leader sets challenging goals and shows confidence in the capability of followers and influences their job satisfaction.

3. Methodology

The study employed a correlation research design to determine the relationship between Principals' leadership behaviours and teachers' commitment to duty. The instrument used for collecting data was a modified version of leader Behaviour Description Questionnaire (LBDC). It is a (30) item questionnaire divided into two sub-scales; initiating structure and consideration The study population consisted of all the teachers and principals in Borno state senior secondary schools. The sample for this study consisted of 40 Schools representing 60% of the senior secondary schools grouped into four educational zones. The zones are Biu, which consisted of seventeen (17) senior secondary schools Gwoza Zone which have twenty-four (24) senior secondary schools, Monguno Zone which had fourteen (14) senior secondary schools and Maiduguri Zone had a total of twenty-four (24) senior secondary schools. Total of (12) senior secondary schools were randomly selected from Maiduguri and Gwoza while nine were selected from Biu Zone. Seven schools were selected from Monguno. This is because the zone has only (14) senior secondary schools. Four statistical methods were used in the study; these are: mean scores, percentages, ANOVA and spearman's rho correlation coefficient.

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4. Data Presentation and Analysis

Research Question 1: What is the type of leadership behaviour exhibited by the principals as perceived by the teachers?

Table 1: Type of Leader Behaviour exhibited by the Principals as Perceived by the Teachers

Categories	Number	Percentage (%)
Consideration (C)	269	47.2
Initiation Structure (15)	221	47.5
Contribution of C & 15	30	5.3
Total	**570**	**100**

Source: Survey Data, 2014

Table 1 shows the three types of leadership behaviour exhibited by the principals as perceived by the teachers. Among the teachers, 47.2% perceived the principals to be exhibiting consideration while 47.5 perceived them to be exhibiting initiating structure. However 5.3% of them perceived the Principals to be exhibiting both consideration and initiating structure equally.

Research Question 2: What type of leadership behaviour is exhibited by the principals as perceived by the principals?

Table 2: Types of Leadership behaviour Exhibited by the Principals as Perceived by the Principals themselves

Categories	Number	Percentage (%)
Consideration	21	52.5
Initiating Structure	19	47.5
Total	**570**	**100**

Source: Survey Data, 2014

The table shows that the principals exhibited only two types of leadership behaviour as perceived by themselves. Twenty-one (21) principal representing 53.5% perceived themselves to be exhibiting consideration while 19 of them 47.5% perceived themselves to be exhibiting initiating structure. The interpretation of the two tables showed that principals consider themselves to be exhibiting more of consideration than initiating structure.

Research Question 3: What is the level of teachers; commitment to duty in Borno State?

Table 3: Overall Commitment Level of Teachers

Commitment Level	Number	Percentage (%)
Low	42	7.4
Manage	425	74.6
High	103	18.0
Total	570	100

Source: Survey Data, 2014

Table 3 shows that out of the 870 teachers 7.4% of them were not committed, 74.6% were averagely committed while 18% were highly committed. The interpretation of this result was that teachers in the state were averagely committed to their duty.

Research Question 4: Is there any variation in teacher commitment to duty associated with the leadership behaviour categories of the principals?

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Table 4: Mean Rating of Teachers' Commitment to Duty on the Basis of Principals Leadership Behaviour

Categories of principals' leader behaviour types	N	$\overline{X}$	SD
Consideration (c)	269	43.27	6.06
Initiating Structure (1S)	271	45.04	6.01
Combination of Consideration and Initiation Structure (C & IS)	103	44.83	7.02

Source: *Generated by the Author*

The analysis of the data on table 4 shows that the teachers under initiating structure category had mean of 45.04 and standard deviation of 6.01. Teachers working under consideration category had mean of 43.27 and standard deviation of 6.06 while teachers under the combination of consideration and initiating structure had mean of 44.83 and standard deviation of 7.02. This shows that there is variation in the teachers commitment associated with the leader behaviour types. It also shows that teachers are more committed to their duty under the initiating structure. This could be because the initiating structure principals emphasized task accomplishment which encourages the teachers to be committed to their work.

4.1 Test of Hypotheses
Hypothesis 1: There is no significant relationship between leadership behaviour of principals and teachers; commitment to duty.

Table 5: Relationship between Leader Behaviour Categories and Teacher Commitment to Duty

	Consideration	Initiating Structure	Teacher Commitment
Consideration	1.000		
Initiating Structure	.342***	1.000	
Teacher Commitment	.024	.188	1.000

N=570
*** Spearman's rho correlation coefficient is significant at the .000 level (2 tailed)*

The result of the analysis on table 5 shows that while there is no significant relationship between consideration and teachers commitment to duty, there is significant relationship between initiating structure and commitment to duty. Therefore, the hypothesis which states that there is no significant relationship between leader behaviour categories and teacher commitment to duty is accepted.

Hypothesis 2: There is no significant difference in the teachers' commitment to duty on the basis of the three leader behaviour categories

Table 6: Teacher Commitment on the Basis of Leader behavior Categories

Categories	N	Mean	Sd	df	Mean Sq	F	Level of Sig.	Dec
People Oriented	269	43.27	6.06	-	-	-	-	-
Task Oriented	271	45.05	6.01	-	-	-	-	-
Within Group				12007.449	37.050			
Total				21444.772	-			

N=570
S=Significant

Table 6 shows the result of the test of significant difference in the teachers' commitment to duty on the basis of the leader behaviour categories using ANOVA. The result shows that significant difference exists in the level of teachers' commitment to duty. The interpretation of the result also shows that teachers were more committed to work under the task – oriented principals.

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4.2 Discussions of Findings

Transformational leadership empowers everyone involved in the process. It involves collaboration and allows leaders to be open to sharing decision making, supervision, and responsibility with members of the organization. Transformational leaders distribute power among others in an effort to get more power in return. This finding is consistent with the expression of Tarter, Hoy, and Kottkamp (1990) that the school principal is the leading factor to teacher commitment. The results from the analysis show that in Borno state secondary Schools, three leadership behaviours were exhibited by the principals. These were initiating structure, consideration and combination of the two. The finding as to what types of leadership behaviours were exhibited showed that in all the schools, the three categories of leader behaviours were exhibited. This is contrary to Halpin (1966) who stated that only two categories existed.

Another interesting finding was that teachers' in Borno state secondary schools seemed to be more committed under the initiating structure. The general finding is that teachers in the state were averagely committed. Tsui and Cheng (1999) state that principals' being supportive and open to teachers are important for teachers' commitment to their schools. This is clearly consistent with the findings of the study. This negates the general belief that teachers in Borno state are not committed to their duty because they are not satisfied with leadership behaviours of their principals. This finding is in line with the ideas of Tarter (1990) that the school principal is likely to create climate of commitment.

5. Conclusion and Recommendations

5.1 Conclusion

This paper concludes that principals' in Borno state secondary schools applied the transformational leadership behaviorus to a small extent and so teachers of these schools are not committed to their jobs. Principal's leadership is an important factor in the success of a school and therefore, they need to be available to assist, support, and encourage the teachers at their schools. Teachers on the other hand also need to know that their efforts are appreciated and acknowledged. Finally, school administrators in Borno state secondary schools require the transformational leadership behaviours so as to achieve the educational goals of the state.

5.2 Recommendations

The study recommends that:

1. School administrators in Borno state secondary schools should be made to go for special training and workshop on transformational leadership behaviours in order to better apply it at school.

2. The administrators should always apply transformational leadership behaviours in the administration of their schools so that the teachers can be committed to their duties.

3. School principals should create opportunities for teachers to exhibit their skills and knowledge and practices by encouraging cooperation and providing favorable environments for teachers to work.

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