

THE ROLE OF TRANSFORMATIONAL LEADERSHIP IN ENHANCING HUMAN RESOURCES MANAGEMENT IN PUBLIC SECONDARY SCHOOLS IN ENUGU EAST

Okafor Judith Nneka, PhD¹

Educational Management and Policy Department
Nnamdi Azikiwe University, Awka, Nigeria
ju.okafor@unizik.edu.ng
+234 803 808 1482

Chinenye Blessing Amaonye²

Educational Management and Policy Department
Nnamdi Azikiwe University, Awka, Nigeria
cb.amaonye@unizik.edu.ng
<https://orcid.org/0000-0001-9145-4339>

Mbonu Victoria Chimezie³

Educational Management and Policy Department
Nnamdi Azikiwe University, Awka, Nigeria
vc.mbonu@unizik.edu.ng
+234 706 501 1881

&

Ndidi Gloria Onyilibe PhD⁴

Email- ndeletters@gmail.com
Phone No. 0703103001

ABSTRACT

The study investigated the influence of transformational leadership style for effective human resources management in public secondary schools in Enugu East. Two research questions were formulated. Descriptive survey design was adopted and used for the study while the population for the study comprised 189 Principals and Teachers in randomly selected approved public secondary schools in Enugu East. The sample size for the study was 189 (13 principals and 176 teachers). No sampling was done because the researcher carried the entire population which is manageable. The research instrument that was used for the study was self-structured questionnaire titled “transformational leadership for effective human resources management questionnaire (TLEPMQ)” was made up of section A and B. The questionnaire was made up of four response rating scale options of Very High Extent (VHE) 4.0-3.50, High Extent (HE) 3.49-2.50, Low Extent (LE) 2.49-1.50, and Very Low Extent (VLE) 1.49-0.50. The section A was used to elicit data on the demographic variables of the respondents while the section B consists of 40 items which was used to elicit data for the study to answer the Research Questions. The t-test statistics was used to test the hypotheses at 0.05 level of significance. Therefore, any mean item whose mean falls below 2.50 was Low extent (LE) while those from 2.50 and above are High extent (HE). The face and content validities of the research instrument were ascertained. The reliability index of the questionnaire yielded a reliability co-efficient index of



0.78. The result of the finding showed that the principal pay particular attention to each teacher's need for development and growth, help teachers take responsibility for their own development, create new learning opportunities in a supportive climate and gives approval when teacher want to go for in-service training. The study recommended were that government should help principal financially, to achieve their mission, goals, creativity through organized workshop and seminars on leadership for principals and teachers from time to time.

Keywords: transformational, leadership, enhancing, human resources management

Introduction

It is then the responsibility of the school management through the headship of the principals of their respective schools to identify employee training needs for further staff development and for the tasks they are to perform. This process is also called human resources management in educational institution.

The success of any human organization depends to a very large extent on the personnel availability. Personnel according to Unachukwu (2014), refers to employees, staff, workforce and human capital in an organization that can work through themselves and with other personnel to utilize the financial and other materials available to achieve the goals or objectives of the organization. The quality of an organization's personnel is a function of its human resources management. Human resources management is a concept that is dwindling into disguise in modern organization but still in good use in many government agencies and primarily in non-profit sectors such as educational organizations. Human resources management is the process of developing and implementing policies, program and plans for recruitment of workforce.

According to Mishack (2018), human resources management entails the processes of creating an orderly and employee-supportive work environment. Human resources management in a human and non-profit organization performs the responsibilities and services of human resource management. Human resources management is an aspect of management function referring to people at work and their relationships within an organization (Nwosu and Modebelu, 2016). Its aim is to bring together and develop into an effective organization the men and women who make up an enterprise with regards to the well-being of individuals or working groups to enhance their best contribution to its success. Human resources management is a process of procuring, developing, compensating, integrating, and maintaining of personnel of an organization for the purpose of contributing towards the accomplishment of the organization's goals. Human resources management is therefore, a process of developing the potentialities of employees or staff so that they get maximum satisfaction out of their work and give their best efforts to the organization. Human resources management has objectives in every organization.

There are general and specific objectives of human resources management. General objectives refer to central philosophy of top management towards the labor force engaged on the work and significance of staff in the organization. Inclusive in the general objectives are: maximum development of individual; desirable working relationship between employer and employees and effective molding of human resources as contrasted with physical resources. Specific objectives on the other hand refer to selection of right type and number of persons required to the organization; appropriate induction/ orientation of new employees to the organization and jobs; appropriate training and drilling facilities for superior job performance and acceptance of challenges of advanced jobs; adequate working conditions and maintain good relations with the



employees (Matthew, 2018). It is important to ensure effective human resources management in every organization, most especially in education sector through an inspiring leadership style. Transformational leadership is uppermost among innovational leadership styles.

Transformational leadership is the act of creating an inspiring vision and mission of future. Transformational leadership is a process where-by leaders and followers raise one another to higher levels of morality and motivation. Transformational leadership is a model of honesty, integrity and fairness which sets clear objectives, high expectations, inspires people to reach for the improbable, provides support and recognition, stirs emotions of people and gets people to look beyond their self-interest (Modebelu, 2016). To break through stage involved; provides freeness needed for strategy and change direction; earns genuine trust, respect, and admiration from one's team; influences performance and business impact beyond expectations. It provides considerable opportunity for improvement and also creates supportive environment where responsibility is shared; encourages actions that support the organization than personal interests (Egbule, 2012).

Transformational leadership style has four basic leadership characteristics which includes the behavior of the leader that reflects the charisma such as pride, respect, faith and admiration which the leader instills in the followers (Onyemelukwe, 2011). Transformational leadership is therefore a leadership style in which leaders encourage, inspire, and motivate personnel or employees to originate, innovate and create needed change that will assist growth and shape the future success of the organization. This is achieved by setting an example at the human resources management executive level through a strong sense of corporate culture, employee ownership and independence in the workforce. Transformational leadership is a leadership approach that causes change in individuals and social systems by creating valuable and positive change in the followers with the sole purpose of developing followers into leaders. Transformational leadership in school management is not left out, especially in secondary schools where the principals are the sole administrators.

In recent years, secondary school system is facing a lot of challenges, especially secondary schools in Enugu East, LGA, which include; poor teaching and teachers empowerment and encouragement to attendance workshops, lack of discipline among staff, lack of proper records of staff activities and lack of punctuality of teachers to school which had resulted to poor performance of students, cheating in examination, and poor attitude of teachers to work. Unfortunately, these leadership problems go on unabated in schools in the local government area most of the time and the school principals are blamed for non-performance of their duties and their failure to exhibit appropriate leadership behaviors. It is against this backdrop that the researcher intends to investigate the influence of transformational leadership for effective human resources management in public secondary schools in Enugu East.

The success of a secondary school lies largely on the leadership style practiced by the principal. The secondary school as an organization cannot exist without the principal and teachers who perform all the expected school duties. The principal is the head of the school administrative unit. The teacher on his part is regarded as a social worker, a modernizer, a pace-setter who structures environment for effective teaching and learning. As a result of his professional expectation in acting in-loco-parentis and also providing quality instructions, it becomes necessary that a rich and stimulating working environment, managed by a good and an



understanding leader be provided for them for the smooth operation of educational objectives. There is no better time than now to take the issue of leadership in education at all levels as a serious business.

The state of leadership in public secondary schools in Enugu East Local Government Area is of great concern as it is characterized by absence of visionary, effective and transformational leadership. As a matter of fact, effective leadership hardly can take place in a vacuum, for it involves the active cooperation or involvement of the subordinates or personnel (teachers), who by their effective harnessing, could result in the transformation of organizational in-puts to produce desired results, attainment of educational goals and objectives. Hence, there is urgent need for adoption of transformational leadership style by educational managers and administrators like the principals in Enugu East LGA as a panacea for greater quality of its leadership in secondary schools in the state.

Statement of the Problem

School leadership is considered a key element in effective education management. In the past, school principals who had a vision for improvement convey high performance expectations and expect the personnel to be innovative, hardworking and professional. However, with the presence of good leadership, induction courses are conducted to introduce the newly employed teachers to improve on their work skills, better attitude to work, improved morale among staff and employee management relations. In addition, reduction in student dropout rates, improved employee turnover, reduced student and employee absenteeism, good school-community relations, positive students' attitudes toward school and employee job satisfaction.

It has been observed recently that secondary school system is riddled with series of problems, especially secondary schools in Enugu East, LGA, which include; poor encouragement of teachers to attendance workshops, lack of discipline among staff, lack of proper records of staff activities and lack of punctuality of teachers to school which had resulted to poor performance of students, cheating in examination, and poor attitude of teachers to work. Unfortunately, these leadership problems go on unabated in schools in the local government area most of the time and the school principals are blamed for non-performance of their duties and their failure to exhibit appropriate leadership behaviors. It is against this backdrop that the researcher intends to investigate the influence of transformational leadership for effective human resources management in public secondary schools in Enugu East.

Purpose of the Study

The purpose of the study was to investigate the influence of transformational leadership style for effective human resources management of public secondary schools in Enugu East, LGA. Specifically, the study tends to determine the extent:

1. Secondary school principals adopt individualized transformational leadership style for effective human resources management in Enugu East LGA.
2. Extent secondary school principals adopt stimulation transformational leadership style for effective human resources management in Enugu East LGA.

Research Questions



From the purpose of the study, the following research questions were formulated to guide the study:

1. To what extent does Secondary school principals adopt individualized transformational leadership style for effective human resources management in Enugu East LGA?
2. To what extent does secondary school principals adopt stimulation transformational leadership style for effective human resources management in Enugu East LGA?

Methods

The research design adopted for this study was descriptive survey. The study was delimited to Enugu State and covered in some randomly selected public Secondary Schools in the Enugu East LGA of the state. The population for the study comprised of all principals and teachers in randomly selected public secondary schools in Enugu East LGA. This translates to 13 principals and 176 teachers in Enugu East LGA public schools. Bringing the total population to 189. No sampling for the study, because the enumerated census of population of the study; 189 is manageable. Thus, the researcher carried the entire population. The instrument that was used for this study is titled "Transformational Leadership for Effective Human resources management Questionnaire (TLEPMQ).

The instrument was given to three experts, one expert in Department of Measurement and Evaluation and two experts in the Department of Educational Management, Peace Land College of Education Enugu state, who vetted it in terms of appropriateness of content, clarity of words and relevance to the objective of the work. The reliability of the instrument was determined by a Cronbach Alpha exercise. Cronbach Alpha statistical method was used to compute the reliability of the instrument. The reliability coefficient index was obtained which is 0.78. Mean and standard deviation was used to answer the research questions

Research Question 1: What extent do secondary school principals adopt individualized transformational leadership style for effective human resources management in Enugu State?

Table 1: Extent secondary school principals adopt individualized transformational leadership style for effective human resources management.

S/ N	Statement		Principals (n=13)			Teachers (n=176)		
		X	SD	R mk	X	SD	R mk	
	The following are extent principals adopt individualized transformational leadership style:							
1	Pay particular attention to each teacher's need for development and growth.	2.92	0.71	HE	2.42	0.86	LE	
2	Help teachers develop to successfully higher levels of potential.	2.14	0.63	LE	2.16	0.81	LE	
3	Help teachers take responsibility for their own development.	2.71	0.83	HE	3.11	0.71	HE	
4	Create new learning opportunities in a supportive climate.	3.42	0.77	HE	2.82	0.77	HE	
5	Brings workshops to our school to be conformable for us to participate.	2.38	0.70	LE	2.33	0.62	LE	
6	Gives workshop to update teacher's knowledge.	2.34	0.64	LE	2.35	0.75	LE	



7	Gives approval when teacher want to go for in-service training.	2.63	2.77	HE	2.77	0.71	HE
8	Have high expectations for teacher as professionals.	3.31	2.94	HE	2.94	0.73	HE
9	Challenge the moral beliefs or views of teachers.	2.32	2.41	LE	2.41	0.63	LE
10	Encourage critical thinking and problem solving to make the organization better.	3.45	3.12	HE	3.12	0.71	HE
Cluster mean		3.55	0.75		2.64		0.73

The mean scores on Table 1 range from 3.29 to 2.15. The mean scores from item 1 to 10 are higher than the criterion mean score of 2.50 except item 2, 5, 6 and 9 which is lower than the criterion mean of 2.50. Therefore, item 1 to 10 except for items 2, 5, 6 and 9 are the extent secondary school principals adopt individualized transformational leadership style for effective human resources management in Enugu State.

Research Question 2: What extent do secondary school principals adopt stimulation transformational leadership style for effective human resources management in Enugu State?

Table 3: Extent secondary school principals adopt stimulation transformational leadership style for effective human resources management

S/N	Statement	Principals (n=13)			Teachers (n=176)		
		X	SD	RMK	X	SD	RMK
	The following are extent principals adopt stimulation transformational leadership style:						
11	Encouraging creativity	2.92	0.71	HE	2.42	0.86	LE
12	Fostering innovation by challenging assumptions of teachers	2.26	0.63	LE	2.22	0.81	LE
13	Reacting to mistakes/failures in a matured manner	3.21	0.83	HE	3.11	0.71	HE
14	Giving supports by providing needed resources.	3.42	0.77	HE	2.82	0.77	HE
15	Encourages team spirit to reach goals of providing quality Education.	2.93	0.70	HE	2.73	0.62	HE
16	Mets out impartial judgment to offenders without fear or favor.	3.34	0.64	HE	3.35	0.75	HE
17	Uses positive reinforcement to strengthen good behavior.	2.78	0.74	HE	2.92	0.71	HE
18	Removes privileges to stop a negative behavior.	3.31	0.82	HE	2.94	0.73	HE
19	Uses constructive and edifying words when correcting teachers.	2.74	0.72	HE	2.69	0.63	HE
20	Demonstrating integrity as well as	3.45	0.67	HE	3.12	0.71	HE

ethical standards.

Cluster mean

3.02

0.75

2.83

0.73

The mean scores on Table 3 range from 3.29 to 2.24. The mean scores from item 11 to 20 are higher than the criterion mean score of 2.50 except item 12 which is lower than the criterion mean of 2.50. Therefore, item 11 to 20 except items 12 are the extent secondary school principals adopt stimulation transformational leadership style for effective human resources management in Enugu State.

Summary of Major Findings

The result of the finding showed that,

1. The principal pay particular attention to each teacher's need.
2. Encouraging creativity among teachers, reacting to mistakes/failures in a matured manner, giving supports by providing needed resources

Discussions of findings

The findings in research question one showed that, the principal pay particular attention to each teacher's need for development and growth, help teachers take responsibility for their own development, create new learning opportunities in a supportive climate, gives approval when teacher want to go for in-service training, have high expectations for teacher as professionals and encourage critical thinking and problem solving to make the organization better are to a high extent, influence staff development in Enugu State.

The result of research question two shows that, encouraging creativity among teachers, reacting to mistakes/failures in a matured manner, giving supports by providing needed resources, encourages team spirit to reach goals of providing quality education, met out impartial judgment to offenders without fear or favor, uses positive reinforcement to strengthen good behavior, removes privileges to stop a negative behavior, uses constructive and edifying words when correcting teachers and demonstrating integrity as well as ethical standards are to a high extent influence staff development in Enugu State.

Conclusion

The success of any human organization depends to a very large extent on the personnel availability. Transformational leadership is the act of creating an inspiring vision and mission of future. Transformational leadership is a process where-by leaders and followers raise one another to higher levels of morality and motivation. Transformational leadership is a model of honesty, integrity and fairness which sets clear objectives, high expectations, inspires people to reach for the improbable, provides support and recognition, stirs emotions of people and gets people to look beyond their self-interest. The state of leadership in public secondary schools is of great concern as it is characterized by absence of visionary, effective and transformational leadership. As a matter of fact, effective leadership hardly can take place in a vacuum, for it involves the active cooperation or involvement of the subordinates or personnel, who by their effective harnessing, could result in the transformation of organizational in-puts to produce desired results, attainment of educational goals and objectives. Hence there is urgent need for adoption of

transformational leadership style by educational managers and administrators as a panacea for greater quality of its leadership.

Recommendations

On the strength of the results of this study, the researcher recommends the following:

1. Educational policy makers should take in-to policy service training of principals in transformational leadership practices, so that principals who are already making use of transformational leadership style in their different schools will be encouraged.
2. Government should help principal financially to achieve their mission, goals, creativity, which are attributes of a transformational leader.

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