
Transformational Leadership and Teacher Commitment to duty in secondary schools in Nigeria.

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Abstract

This paper titled Transformational Leadership and Teacher Commitment to duty in secondary schools in Nigeria dealt with the concepts of transformation leadership and teachers' commitment. It also treated the three models of the transformational leadership which include setting directives, developing people and redesigning the organization. The paper discovered that when school leaders adopt transformational leadership model, the teachers will be more committed to their duties which would invariably enhance their productivity and better quality products in the school. The paper therefore recommended among others that principals should regularly encourage teachers to evaluate principals' progress towards achieving school goals.

Secondary Education exists for the socialization of people irrespective of sex, religion and races in any given society. Nigeria secondary education system serves the same purpose of transforming the individual to cope and socialize in the immediate environment. School as an agent of socialization has its duty to perform and the leadership of the schools are also not left out in the whole process. The administrators and the teachers play very significant roles in actualizing the goals of the secondary education. It is pertinent to note that without effective school leaders and teachers these goals of secondary education would not be achieved which makes an individual a

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complete man and acceptable in the society. According to Yukl (2003), transformational forms of leadership only recently have become the subject of systematic empirical inquiry in school context. The approach to leadership fundamentally aim to make events meaningful, foster capacity development and higher levels of personal commitment to organizational goals on the part of leaders' colleagues. This is why increased capacities and commitment are assured to result in extra effort and greater productivity. Authority and influence associated with this form of leadership are not necessarily allocated to those occupying formal administrative position, although much of the literature adopts their perspectives. Rather, power is attributed by organization members to whomever is able to inspire their commitment to collective aspirations, and the desire for personal and collective mastery over the capacities needed to accomplish such aspiration. It is therefore important for any administrator to inspire the teachers' commitment to duty as to accomplish the desired goals of secondary education. The question remains what are these transformational leadership models that could enhance teachers' commitment for high productivity? The answer to this question will help to appreciate the essence of this paper.

Conceptual Explications of Transformation School Leadership.

There is considerable variation in how transformational school leadership is conceptualized. According to Kowalski and Oates (1993), they opined that transformational leadership represents the transcendence of self-interest by both leader and led. Dillard, (1993), refers to transformational leadership as the ability of a person to reach the souls of others in a fashion which raises human consciousness, builds meanings and inspire human intent that is the source of power.

Leithwood, Menzies, and Jantzi, (1994) in their study developed transformational leader model. This model describes three broad clusters of leadership practices, each of which includes several more specific dimension:

- Setting directions includes building a shared vision, developing consensus about goals and priorities, and creating high performance expectations.
- Developing people includes providing individualized support, offering intellectual stimulation, and modeling important values and practices.
- Redesigning the organization includes building a collaborative culture, creating and maintaining shared decision-making structure and process, and building relationships with parents and the wider community. The transformational Leadership practices directed toward goal accomplishment by the committed teachers in the school. It is very important for school leadership especially the principal of secondary schools to embrace these leadership practices for higher productivity on the part of teachers, hence transformation leadership are these leadership practices that sharpen the intellect of the teacher and re-orientate them on the need for better performance for the actualization of the goals of the school.

A more specific definition of these leadership dimension includes:

➤ **Identifying and articulating a vision:** practices aimed at identifying new opportunities for the school, developing, articulating and inspiring others with a vision of the future. When visions are value laden, they lead to unconditional commitment, they also provide compelling purposes for continual professional growth.

➤ **Fostering the acceptance of group goals:** Practices aimed at promoting co-operation among staff and assisting them to work together toward common goals. Group goals that are ideological in nature are especially helpful in developing group identify. A school leader who practices all these are bound to have committed teachers who would aspire to achieving the goals of the school.

The concept of commitment does not have a definite definition. However for the purpose of this paper, the authors of the paper would limit themselves to this definition. Nwiyi and Uriah (2007) defined commitment as a positive and effective attachment to something. They equally identified teachers commitment components as;

- ❖ Commitment to students.
- ❖ Commitment to teaching and
- ❖ Commitment to a specific school function.

Teachers' commitment to students implies teachers being sensitive to students problems and personal needs. A committed teacher is that teacher who accepts all the students unconditionally and also treat them with fairness, empathy, love and acts as the students surrogates in the school.

Koko&Nwiyi (2006) summarized committed teachers role to include to provide guidance services to students difficulties both educational, vocational and personal-social problems.

➤ Teachers act as referees – it implies that a committed teacher settles disputes among the students.

➤ He is a parents surrogate (substitute) acts as object of bids for attention from the students while they are in school .

➤ Committed teacher is a friend and confidant. He establishes warm relationship with the students and shares confidences.

➤ He is an object of affection; meets the psychological needs of the students.

And roles played by the committed teachers to specific school function are:

➤ Active participation in the parents teachers Association (P.T.A) of the school where they are teaching.

➤ Committed teachers participate actively in the inter-house sports competition of the school.

Commitment to specific school function refers to other extra-curricular activities engaged by committed teachers for the attainment of the goals of secondary education.

The complexity of the committed teachers role cannot be over emphasized, as they play the role of a father, mother, deacon, preacher, chief, elder, and so on in the school (koko&Nwiyi 2006).

Commitment to Teaching

The teachers are key factors in the teaching and learning equation as well as the translation and interpretation of educational Programmes. A committed teacher is a teacher who is knowledgeable in his areas of specialization and is ready to teach against all odds. He provides the stimulus on which the learner does not only accumulate knowledge and teaching skills but develops wholesomeness with desirable attitude and insight for an overall good life. Adebule (2008) sees a committed teacher as one with in depth knowledge in a given area, skills, attitude and values for promoting teaching and learning. He is a lover of learning in such a way that ones own personality inspires the learner. He is also professionally skilled and competent in his ability to inspire his students and influence his environment positively especially in the classroom and relate to every phase of development in the larger society.

Committed teachers do their work very diligently, come to work early and teach their class at when due. Instructional delivery is effectively carried out and student and staff discipline are well maintained. They serve as good resource persons who transmit knowledge to the learner and proffer solutions to the students academic problem.

Transformation Leadership Models and Teacher Commitment to Duties.

Setting directions as one of the models of transformational leaders involves shared vision and development consensus about goals and creating high performance expectations. This kind of leadership model allows teachers to participate in curriculum planning and implementation. It encourages higher productivity as teachers embark on workshop, seminar that will improve their academic performance.

The school leadership allows teachers to choose the teaching methods and materials for effective instructional delivery. Committed teachers are always attending professional development programmes in order to enhance their knowledge, skills, and attitude for effective teaching and learning. Nwiyi and Uriah (2007) opined that the ultimate aim of shared vision is to improve the quality of teaching and learning among the principal and the teachers. When problems are shared, there is bound for such problem to be solved with little or no effort as decisions reached could be easily implemented for effective and efficient administration of the school. Creating high performance expectation involves improvement of those with teaching and management responsibilities. This assertion is in support of Balam's perception which focuses on the assertion that creating high performance expectation through professional development contributes directly and indirectly to an improvement in the quality of students learning experience. According to Hoyle in Nwiyi and Uriah 2007, they believe that creating high performance expectation makes the teachers become more committed to both their academic and administration duties.

❖ **Redesigning the Organization.**

Redesigning the organization involves building a collaborative culture, creating and maintaining shared decision-making structure and building relationship with parents and the wider community.

Decision making in education is crucial and requires much discipline, perhaps more than in other sphere where services are provided (Okoroma 2000). Human resources are the most challenging resources that need extra carefulness in holding decisions that affect the students, teachers and non teacher staff that make up the school system. This is why Igwe(1992) in his study in organizational decision making suggested that school leaders should involve teachers in decision making for professional competence and maximum productivity and efficiency within the level of decisional equilibrium.

In organization where their leaders adopt consultative or participative leadership behaviour, where shared decision making is prevalent, employees feel more committed to the organization, express higher level of job satisfaction and their performance are high (Yousef 2000).

❖ **Building Relationship with Parents and the Community** Transformational school leadership create a cordial relationship between parents and the host community for effecting management of the school. And teachers are also involved in maintaining this relationship through parent's teacher association and teachers relating well with the parents of the students in their various classes. Building relationship with parents and the community will help to integrate the home, school and the communities have improving educational opportunities for all children. It will help to improve the partnership concept by uniting parents and teachers in meeting the educational needs.

Transformational school leadership will help to evaluate the offerings of the school, the need of the children in the community.

This type of leadership in school will create awareness to the public about the school and to establish confidence in schools.

Transformational school leadership will allow the communities use the school field and other sporting activities to enhance the growth and development of the youths, which will help to discover some hidden talents among the youths in the community.

This work is in agreement with Modebelu (2014) who discovered that the essence of extra-mural studies, sporting and church activities is to achieve complete sound development of the students in those communities. Teacher commitment is very vital when a school leader adopts transformational school leadership, he maintains an open door policy to both the teachers and the parents for the overall development of the children and the attainment of the goals of secondary education.

❖ **Development of teachers through providing individualized support and offering intellectual stimulation.**

Transformational school leadership encourages teachers to attend staff professional development programme such as attendance to seminars, conference

workshops and other staff development programmes that will stimulate their interest and enhance their productivity for the achievement of the aims of education of that sector. This assertion supports the views of Brown and Early in Nwiyi and Uriah (2007) who opined that professional development are sets of activities engaged in by teachers in order to enhance their knowledge, skills and attitude for effective teaching and learning. It is therefore believed that transformational school leadership creates room for the development of the teachers by approving the attendance of these programmes for self development and for the good of the students.

The transformational school leaders provide resources to support the professional development of teachers, providing moral support by making the teachers feel appreciated for their contribution to the school. Huen, Leithwood and Jantzi(2002) in their study discovered that the effects of transformation leadership provides intellectual stimulation by encouraging the teachers to pursue their own goals for professional learning, encourages them to evaluate their own practices and refine them as needed and to facilitate staff opportunities to learn from each other. They also maintained that this type of leadership, models behavior such as displaying a respectful tone for interaction with students, demonstrates a willingness to change their own practices in the light of new understanding, with open and genuine dealings with staff and students.

This transformational school leadership encourages the teachers to be more committed to their prescribed roles in the school for a better teaching learning outcomes and it will enhance the effectiveness of the school head for a better quality output for the benefit of mankind and the society.

Conclusion

Transformational school leadership and its models have been dealt within this paper, the authors see it as the indices that will not only motivate the teachers but will spur and make them more committed in the discharge of their duties. Teachers need staff development programmes for their growth and improvement in teaching and learning. They also need to be appreciated and encouraged through providing individualized support, providing intellectual stimulation and building consensus about school goals and priorities.

Recommendation

The following recommendations are made.

- (1) School principal should encourage the teachers to attend conferences, seminars and workshops regularly.
- (2) The School administrators should always maintain an “open door policy” in their administration.
- (3) The school principal should regularly encourage teachers to evaluate their progress toward achieving school goals.

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- (4) The school heads should always appreciate the teacher's contributions to the school for the overall interest of the educational system.
- (5) The school managers should encourage the teachers to develop/review individual professional goals consistency with school goals and priorities.

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