



AN ASSESSMENT OF EDUCATIONAL LEADERSHIP STYLE IN SELECTED SECONDARY AND TERTIARY EDUCATION SETTINGS IN LAGOS STATE, NIGERIA

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Abstract: Background: The role of educational leaders in formulating and implementing effective policies is of utmost importance. Providing staff members with adequate training and support, monitoring compliance, and evaluating the outcomes of policies enables educational leaders to ensure the effective implementation of those policies. Within the context of the educational system, the purpose of this study is to analyze the educational leadership style in selected secondary and tertiary education settings in Lagos State, with a particular emphasis on evaluating its impact on teachers' and subordinates' commitment to work.

Methods: The study employed a cross-sectional study design. The study was carried in Lagos State, Nigeria. The study population includes secondary school principals from three selected education Districts in Lagos State selected using multistage sampling technique. Secondary school principals and post-secondary school departmental heads questionnaire (SSPPSDHQ) was adapted to collect information from the respondents. The questionnaire was self-administered after it has been pre-tested. Data obtained was analyzed using IBM Statistical Package for the Social Sciences (SPSS). Descriptive statistics was done for all variables and one sample T-test was used to assess impact.

Results: Results revealed that the attitude of secondary school principals and post-secondary departments' heads regarding decision-making within the institution is commendable. Also, the secondary school principals and departmental heads exhibit good attitude towards additional workloads for teachers and subordinates. Also, the secondary school teachers and post-secondary departmental heads had negative perceptions about the advancement of teachers and subordinates. Also, secondary school principals and post-secondary departmental heads have negative perceptions regarding teachers and subordinate welfare. The null hypothesis that states "Secondary school and post-secondary departmental heads do not significantly impact teachers' and subordinates' commitment to work" is rejected and its alternative is accepted.

Conclusion: The study concluded that there is a significant relationship between transformative leadership and the levels of commitment exhibited by subordinates and teachers in educational settings. Nevertheless, the studies demonstrate that there is a glaring absence of genuine career advancement, which is in direct opposition to the fundamental principles of transformative leadership.

I. INTRODUCTION

Although there is widespread consensus regarding the significance of leadership for the success of organizations, institutions, or sectors, and despite the numerous studies on the concept, the term leadership has yet to establish a coherent framework that is acceptable and usable by both scholars and practitioners. There is a lack of consensus regarding the definition of leadership. Leadership is characterized by various interpretations from a range of scholars (Ogbu et al., 2021). Guiding and supervising an educational institution to facilitate student progress and achieve the institution's objectives can be characterized as educational leadership.

The role of educational leaders in formulating and implementing effective policies is of utmost importance. Educational leaders have the opportunity to collaborate with various stakeholders to develop policies that address critical issues such as school safety, teacher recruitment and retention, and student retention. Providing staff members with adequate training and support, monitoring compliance, and evaluating the outcomes of policies enables educational leaders to ensure the effective implementation of those policies (Stone et al., 2020).

The various levels of education in Nigeria have major obstacles in meeting the expectations of society with regard to the generation of learners who are equipped with information and skills that are applicable in real-world situations. Additionally, the education system is struggling with a high staff turnover rate as well as a serious phenomenon known as brain drain within the teaching profession. There have been numerous persons who have connected the aforementioned problems to a variety of causes; however, Okesina (2019) has explicitly recognized a lack of supervision by both instructors and parents as a component that directly contributes to the problem. Inadequate attitudes, behaviors, and relationships between leaders and subordinates, teachers and students, and students themselves have been linked to the aforementioned problem by researchers such as Ekpoh and Akeke (2017). These researchers have also found that the issue is associated with students themselves.

According to Onyiyechi and Stephen (2023), the problems may be traced back to the misuse of power, authoritarian behavior, and a lack of sympathy among those in control of educational institutions. It is apparent that, despite the difficulties that are associated with the teaching profession, particularly in a developing nation like Nigeria, the introduction of effective solutions that take into consideration the specific context may have helped to minimize the problems that we are currently facing. Within the context of the educational system, the purpose of this study is to analyze the educational leadership style in selected secondary and tertiary education settings in Lagos State, with a particular emphasis on evaluating its impact on teachers' and subordinates' commitment to work.

I. RESEARCH METHODOLOGY

The study employed a cross-sectional study design. The study was carried in Lagos State, Nigeria. The study population includes secondary school principals from three selected education Districts in Lagos State, namely Districts I, III, and IV, as well as all department heads from the three colleges of education in Lagos State. The colleges of Education are Federal College of Education (Technical), Akoka; St. Augustine College of Education, Akoka; and Corona College of Education, Lagos.

Multi-stage sampling technique was used to select respondents. Stratified sample technique was employed to distinguish secondary schools and colleges of education from other educational levels. Likewise, the simple random sampling method was employed to choose ten secondary schools from each of the three designated educational districts (I, III, and IV), resulting in a total of 30 secondary schools, with one Principal from each schools, culminating in a total of 30 Principals. In each post-secondary institution, ten departmental leaders are appointed, resulting in a total of 30 departmental heads. The overall number of participants is 60, comprising individuals from 30 selected secondary schools and three selected post-secondary institutions in Lagos State.

Secondary school principals and post-secondary school departmental heads questionnaire (SSPPSDHQ) was adapted to collect information from the respondents. The questionnaire was self-administered after it has been pre-tested. The questionnaire was evaluated for face and content validity by the research supervisor and a statistics professor from the Faculty of Science, University of Lagos. The test-retest approach will be employed during a pilot study, with a six-week gap, to assess the reliability of the research instrument. The correlation coefficient of the two sets of scores for each instrument was evaluated using the Pearson product-moment correlation. Data obtained was analyzed using IBM Statistical Package for the Social Sciences (SPSS). Descriptive statistics was done for all variables and one sample T-test was used to assess impact.

IV. RESULTS AND DISCUSSION

Sociodemographic characteristics of respondents

Table 4.1 shows the principals and departmental heads' sociodemographic characteristics of respondents. With respect to their gender, the table shows that 36.7% of the principals and departmental heads were male and the majority (63.3%) of them were female. (Figure 1) With respect to education, the table shows that the majority (70.0%) of them had master's degree, 18.3% of them PhD, and the remaining 11.7% of them had Bachelor's degrees. The experience indicates that 23.3% of the principals and departmental heads had 8-15-year experience in the education sector, most (60.0%) of them had 15-25 years, and the remaining 16.7% of them had above 25-year experience. The table also shows that 50.0% of them were secondary school principals and the remaining 50.0% of them are post-secondary institutions' departmental heads.

Attitude towards Decision-Making

Table 4.2 reveals that all of the mean scores of the items 1-6 above are greater than $3.0(\bar{x} > 3.0)$, indicating that most of the principals and departmental heads agreed with all the six items on attitude towards decision making. Since the pooled mean (3.39) is greater than the scale mean (3.0); we can conclude that the attitude of secondary school principals and post-secondary departments heads regarding decision-making within the institution is commendable, though there is still room for improvements, as the pooled mean is slightly above the scale mean.

Table 4.3 shows that most of the mean scores of the items 7-12 above are greater than $3.0(\bar{x} > 3.0)$, implying the principals and departmental heads' agreement with five of the six items on attitude towards additional workload. Since the pooled mean (3.26) is greater than the scale mean (3.0); we can conclude that the secondary school principals and departmental heads exhibit good attitude towards additional workloads for teachers and subordinates.

Table 4.4 shows that most of the mean scores of the items 19-24 above are less than $3.0(\bar{x} < 3.0)$, indicating disagreement of most of the principals and departmental heads with four out of the six items on the advancement of teachers and subordinates. Since the pooled mean (2.90) is less than the scale mean (3.0); we conclude that the secondary school teachers and post-secondary departmental heads had negative perceptions about the advancement of teachers and subordinates. Hence, a lot of effort is required to enhance career advancement of teachers and subordinates.

Table 4.5 reveals that all except one of the mean scores of the items 1-6 above are less than $3.0(\bar{x} < 3.0)$, indicating that most of the principals and departmental heads disagreed with five of the six items on teachers' and subordinates' welfare. Since the pooled mean (2.54) is less than the scale mean (3.0); we can conclude that the secondary school principals and post-secondary departmental heads have negative perceptions regarding teachers and subordinate welfare.

Impact of leadership style of principals and heads of departments on teachers' and subordinates' commitment to work

Table 4.6 shows that the mean score ($M = 3.35$, $SD = 1.052$) for the construct is rated above '3.0', a statistically significant mean difference of 0.35, 95% CI [1.243 to 1.353] $t(59) = 46.533$, $p\text{-val.} = .001 < 0.05$. Hence, the null hypothesis that states "Secondary school and post-secondary departmental heads do not significantly impact teachers' and subordinates' commitment to work" is rejected and its alternative is accepted.

Table 4.1 Sociodemographic characteristics of respondents (N=60)

Sociodemographic characteristics	Frequency	%
Sex		
Male	22	36.7
Female	38	63.3
Age		
41-50 years	19	31.7
51-60 years	34	56.7
Above 60 years	7	11.7
Education		
Bachelor's Degree	7	11.7
Master's Degree	42	70.0
PhD	11	18.3
Experience		
8-15 years	14	23.3
18-25 years	36	60.0
Above 25 years	10	16.7
Position		
Principal	30	50.0
Departmental Head	30	50.0

Source: Field Survey 2024

Table 2: Attitude towards Decision-Making

S/N	ITEM	Mean	Std. Dev.
1	I engage teachers/subordinates in the decision-making process.	3.51	.974
2	The decision-making procedures in my organisation are characterized by transparency and inclusivity.	3.33	1.127
3	I am assured in my capacity to formulate strategic judgments for my organisation.	3.56	1.070
4	Engaging with stakeholders prior to making critical choices is a priority in my organisation.	3.65	1.011
5	My organisation rules exemplify collaborative decision-making instead of autocratic leadership.	3.50	1.155
6	The decision-making process at my organisation is proficient in tackling rising difficulties.	2.80	1.099
	Pooled mean	3.39	1.073

Table 4.3: Attitude towards Additional Workloads

S/N	ITEM	Mean	Std. Dev.
1	Extra responsibilities allocated to teachers/subordinates are realistic and well-handled.	3.40	1.210
2	Teachers/subordinates are notified prior to the allocation of additional tasks.	3.51	1.093
3	The allocation of extra responsibilities is equitable and fair.	3.93	1.020
4	Additional workloads are usually required for attaining organizational objectives.	3.11	1.192
5	My organization offers adequate assistance to teachers/subordinates managing extra workloads.	3.47	1.276
6	Strategies exist to alleviate the strain of heavy workloads.	2.13	.241
	Pooled mean	3.26	1.158

Source: Field Survey 2024

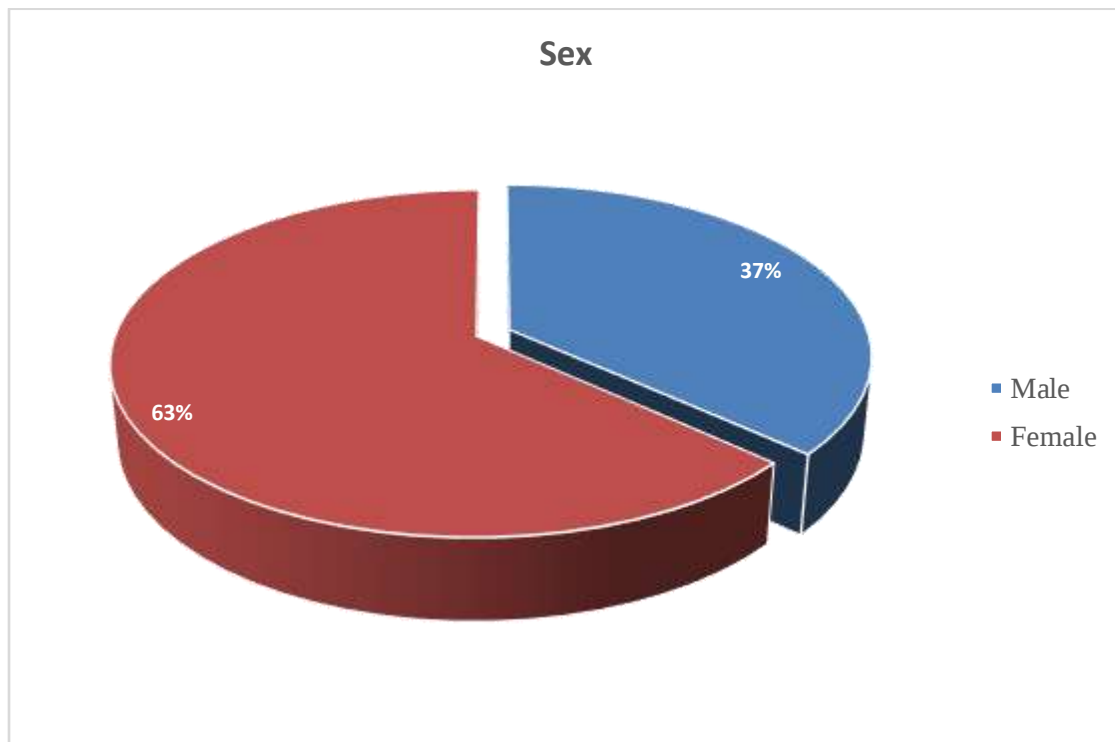


Fig. 4.1: Principals and Departmental Heads' Sex

Table 4.4: Advancement of Teachers and Subordinates

S/N	ITEM	Mean	Std. Dev.
1	Opportunities for career advancement are easily accessible for teachers/subordinates.	3.48	1.182
2	My organization emphasizes professional advancement for staff.	2.52	.989
3	Members of staff receive active mentorship and career guidance.	1.68	.955
4	I actively assist teachers/subordinates in obtaining advanced qualifications.	3.92	1.055
5	My organization policies facilitate the advancement of committed staff personnel.	2.92	1.221
6	My organization leadership promotes and facilitates professional development.	2.90	.442
Pooled mean		2.90	.097

Table 4.5: Teachers and Subordinates' Welfare

S/N	ITEM	Mean	Std. Dev.
1	Staff welfare is a paramount concern in my organization.	2.28	.447
2	My organization guarantees prompt remuneration and benefits.	3.15	.494
3	There are enough welfare programs established to assist staff members.	2.90	.822
4	Health and safety protocols are rigorously enforced for employees.	2.71	.742
5	My organization immediately addresses staff grievances and concerns.	2.10	.667
6	Teachers/subordinates perceive themselves as valued and appreciated within the organization.	2.12	.669
Pooled mean		2.54	.640

Source: Field Survey 2024

Table 5: Impact of leadership style of principals and heads of departments on teachers' and subordinates' commitment to work

One-Sample Statistics	N	Mean	Std. Deviation	Std. Error Mean		
Secondary school and post-secondary departmental heads do not significantly impact teachers' and subordinates' commitment to work	60	3.35	1.052	.0279		
One-Sample Test		Test Value = 3.0				
	T	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Diff.	
					Lower	Upper
Secondary school and post-secondary departmental heads do not significantly impact teachers' and subordinates' commitment to work	46.533	59	.001	.350	1.243	1.353

DISCUSSION

The result showed that secondary school principals and post-secondary departmental heads have positive attitude towards additional workloads for teachers and subordinates. This finding corroborates the claim that the workload of teachers includes managing learners who introduce diverse dynamics and influences into the classroom, which can impact their job satisfaction. The dynamics encompass various students' abilities, personality traits, and deviant behaviors, including physical confrontations with teachers, a lack of respect for educators, and an overall absence of discipline among students. These factors collectively contribute to a stressful working environment for teachers (Hardy et al., 2019; Holmes et al., 2019). Teachers are required to demonstrate adaptability and effectively manage their responsibilities within the context of their workload. In order to effectively manage the various forces at play, it is essential for teachers to maintain positive attitudes. This necessitates support primarily from administrators and supervisors. Without this support, teachers may experience increased stress and burnout, ultimately resulting in diminished job satisfaction (Dornyei & Muir, 2019). The research indicated that a negative teaching environment, characterized by uncooperative and unfriendly students, can exacerbate the challenges faced by teachers, resulting in increased frustration, stress, diminished teaching quality, and, ultimately, reduced job satisfaction. When there is a positive relationship between the supervisor and the teachers, along with assured support and trust from the supervisor, it is possible to achieve improvements in teaching quality and an increase in job satisfaction levels.

The result also showed that secondary school and post-secondary departmental heads significantly impact teachers' and subordinates' commitment to work. This finding is in agreement with previous studies. Eliophotou-Menon and Ioannou (2016) referenced the findings of Sun and Leithwood (2012), which indicated that transformational leadership behaviors—such as relationship building, staff development, and the promotion of a shared vision—had a significant effect on teachers' commitment to their school. The authors analyzed the Iranian study conducted by Mirza and Redzuan (2012), which revealed a significant correlation between transformative leadership and a teacher's commitment to their institution. Karabeg and Güçlü (2017) provide evidence that transformational leadership increases staff responsibility by strengthening their commitment, which in turn enables them to make positive contributions to the institution's future. The researchers established a strong, positive correlation between the communication of transformational leaders and the dissemination of their vision among school personnel, which in turn is linked to enhanced school learning and a decrease in organizational silence. The findings suggest a correlation between an increase in transformational leadership behaviors and a decrease in organizational silence, thereby promoting the emotional expression of school workers. Plichta's (2018) research investigates how the inspirational and motivating behaviors of a transformational leader impact school personnel in fostering a collaborative expectation and working towards a common goal to improve educational outcomes.

It was found that there are no meaningful career advancement opportunities for teachers and subordinates in secondary schools and post-secondary institutions in Lagos State. This is inconsistency with the claim that within an organization, leaders are accountable for aiding their subordinates in accomplishing the specified goals and objectives (Katitas et al., 2022; Ahmed et al., 2023). The competence to oversee and control interactions and activities within the school community is an indication of good school leadership (Ejuchegahi-Anthony, 2023). Hechanova (2014) investigated the presence of job, career, and organizational requirements as predictors of engagement, specifically assessing the demands of the Filipino workforce and the relationship between these needs and employee engagement. The correlation between teachers' working conditions and their performance is significant (Aguado et al., 2016). The conclusion suggests that addressing teachers' professional development requirements through career advancement, research projects, and training opportunities acts as a motivating element in improving their performance. Aruzie et al. (2018) contend that improving and refining institutional administration is an essential factor in attaining superior school performance and outstanding learner outcomes.

The result also showed that there are no significant efforts on teachers and subordinate welfare in secondary schools and post-secondary institutions in Lagos State. This finding disagrees with the findings that a transformational leader inspires followers to adopt a common vision and goals, while promoting innovative problem-solving, providing guidance, and supporting individuals in developing their leadership skills (Bass et al., 2014).

From the test of the research hypothesis, this study found that secondary school and post-secondary departmental heads significantly impact teachers' and subordinates' commitment to work. This finding is in agreement with previous studies. Eliophotou-Menon and Ioannou (2016) referenced the findings of Sun and Leithwood (2012), which indicated that transformational leadership behaviors—such as relationship building, staff development, and the promotion of a shared vision—had a significant effect on teachers' commitment to their school. The authors analyzed the Iranian study conducted by Mirza and Redzuan (2012), which revealed a significant correlation between transformative leadership and a teacher's commitment to their institution. Karabeg and Güçlü (2017) provide evidence that transformational leadership increases staff responsibility by strengthening their commitment, which in turn enables them to make positive contributions to the institution's future. The

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CONCLUSION

The study found that there is a significant relationship between transformative leadership and the levels of commitment exhibited by subordinates and teachers in educational settings. Nevertheless, the studies demonstrate that there is a glaring absence of genuine career advancement, which is in direct opposition to the fundamental principles of transformative leadership.

Professional development programs and initiatives grounded on research should be given top attention by educational institutions in order to improve the chances for career growth for their administrative staff and teaching staff. Training seminars, scholarships, and mentoring programs will be used methodically to solve career stagnation and motivation. This will eventually help the institution to be more efficient.

Also, educational leaders should participate in initiatives that enable them to acquire leadership skills grounded on the ideas of transformational leadership thereby enabling acceptable leadership styles.

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