

**AN ASSESSMENT OF THE LEVEL OF UTILIZATION OF  
TRANSFORMATIONAL LEADERSHIP STYLE IN SECONDARY SCHOOLS IN  
OVIA NORTH EAST LOCAL GOVERNMENT AREA**

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**JULY, 2024**

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**A project written in the department of Educational Management (DEM) and  
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the degree of BACHELOR OF SCIENCE B.Sc. (Ed), of the University of Benin,  
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## CERTIFICATION

We, the undersigned certify that this project work was carried out by **Endurance Ediri ADDOH**, in the Department of Educational Management, Faculty of Education, University of Benin, Benin City, Edo State, Nigeria; In partial fulfillment for the award of B.Sc (Ed) Degree in Educational Management.

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## **DEDICATION**

This research work is dedicated to my beloved husband and children

## **ACKNOWLEDGEMENT**

The researcher sincerely appreciates God Almighty for the grace and wisdom to accomplish this great height. Her special thanks goes to her project supervisor Philip Igenegbai Phd, who took out time to effect the necessary corrections and making sure that the completion of the work is a success.

She will not fail to appreciate her husband, Mr John Ohifuome and her family, the Ijoma family, her amiable and best cousin Chidima Edenmeya for always standing by her all throughout this study. She specially thank her best friend, and course mate Angela Esezobor and Ojurnoka John and my good course mate Mr lkechukwu, Finally she specially appreciate all her lecturers who imparted new ideals and concept into her intellectual faculty. To her course mate whom crossbred ideals during the course of studies. She appreciates Mummy Tosan Aluko for assisting her with school fees, she say thank you all.

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## ABSTRACT

The study examined an assessment of the level of utilization of transformational leadership style in secondary schools in ovia north east local government area of the study. Four research questions were raised; The descriptive research method was used in carrying out this study.

The population for this study was made up of all the 52 senior secondary schools principals and all the teachers in the 52 senior secondary schools in ovia north east local government area of Edo state. the sample size selected for this study is 5 school principals and 20 teachers in the 5 sample schools. this was selected using simple random sampling technique

Findings from the study revealed that; The level of utilization of transformational leadership style among principals in public senior secondary schools in ovia north east local government area of Edo state, more experienced and less experienced public secondary school principals in ovia north east local government area utilize transformational leadership style at a high level, both male and female public secondary school principals demonstrate a high level of utilization of transformational leadership style across all measured items. however, male principals generally reported slightly higher mean scores on most items compared to their female counterparts. The following recommendations were raised to guide this study; There should be continuous leadership development programs organized for all principals, regardless of their years of experience, to sustain and further enhance their capacity to engage, empower, and support teachers effectively. There should be targeted support initiatives for principals in small public secondary schools to bridge the gap in transformational leadership practices compared to their counterparts in larger schools. There should be policies encouraging equitable access to leadership resources and training for both male and female principals to ensure that all school leaders can maintain high levels of transformational leadership regardless of gender

# **CHAPTER ONE**

## **INTRODUCTION**

### **Background to the Study**

Transformational leadership is a dynamic approach focused on inspiring, motivating, and transforming followers to achieve a shared vision while fostering both personal and organizational growth. This leadership style emphasizes innovation, collaboration, and meaningful change, encouraging individuals to surpass their expectations and realize their potential. A core element of transformational leadership is the development and articulation of a clear and compelling vision. This vision goes beyond immediate goals and speaks to a higher purpose, inspiring followers to strive for something greater than themselves.

Transformational leadership is a leadership style that focuses on inspiring and motivating followers to exceed their own expectations by fostering an environment of intellectual stimulation, individualized consideration, and inspiration. In the context of educational institutions, transformational leadership has gained significant attention for its potential to improve both academic outcomes and the overall functioning of schools. The role of school leadership has long been recognized as pivotal to school improvement, and the adoption of transformational leadership strategies has been identified as a critical factor in enhancing the quality of education. Northouse (2022)

Transformational leaders effectively communicate this vision, creating a shared understanding and commitment among team members. This vision provides direction, motivates action, and fosters a sense of collective identity. It's not just about telling people *what* to do, but inspiring them to understand *why* it matters and how they contribute to the bigger picture. Transformational leaders are celebrated for their ability to drive significant, positive changes in teams and organizations. Identifying transformational leadership in action requires observing specific behaviors and outcomes. Transformational leaders articulate a clear, inspiring, and easily understood vision for the future. This vision goes beyond short-term goals and speaks to a larger purpose or mission. It's communicated effectively and generates enthusiasm and commitment among followers. The vision acts as a guiding star, providing direction and meaning to the work of the team or organization. These leaders communicate with passion, enthusiasm, and conviction. They use powerful stories, metaphors, and symbols to convey their message and connect with followers on an emotional level. They inspire hope, optimism, and a belief in the possibility of achieving great things. Their communication style is not just informative but also motivational and engaging.

### **Statement of the Problem**

In the proper use of effective transformational leadership style in senior secondary schools, the school experiences improved academic performance, increased teacher job satisfaction, a positive and supportive school climate, and strong community engagement.

Actively seeking out new technologies and strategies to improve teaching and learning, encourages experimentation, and supports teachers in implementing new initiatives will create a stable leadership environment for secondary schools.

Many school administrators still rely on traditional leadership approaches, which may be insufficient in addressing the complex and dynamic challenges faced by the education sector today. Consequently, the problem this study seeks to address whether transformational leadership style is utilized in the management of senior secondary schools in the region.

### **Research Questions**

The following research questions were formulated for the study:

1. What is the level of Utilization of Transformational Leadership style in public senior secondary school students in Ovia North East Local Government Area of Edo State ?
2. What is the level of Utilization of Transformational Leadership style by more experienced and less experienced public secondary school principals?
3. What is the level of Utilization of Transformational Leadership style by male and female public secondary school principals?
4. What is the level of Utilization of Transformational Leadership style by principal in large and small public secondary school?

## **Purpose of the Study**

The purpose of the study was to investigate the level of utilization of transformational leadership style in secondary schools in Ovia north east local government area of the study, specifically to:

- Assess the level of utilization of transformational leadership style among public senior secondary school principals in Ovia North East Local Government Area.
- Compare the extent to which more experienced and less experienced principals adopt transformational leadership style in public secondary schools.
- Examine the level of utilization of transformational leadership style between male and female principals in public secondary schools.
- Investigate the extent to which principals of large and small public secondary schools utilize transformational leadership style.

## **Significance of the Study**

The study would benefit policy makers, school administrators, teachers and educational researchers and institution.

This study holds significant importance for several key stakeholders in the education sector. For policymakers, the findings could inform decisions about leadership training programs and the promotion of best practices for school management. Understanding the

impact of transformational leadership on school effectiveness could lead to more targeted policies that encourage the adoption of leadership styles that foster school improvement.

For school administrators, the study provides insights into how they can enhance their leadership practices to motivate teachers, improve student performance, and create a positive school climate. The study will also benefit teachers by highlighting the importance of leadership in influencing their professional satisfaction and motivation. By exploring the role of transformational leadership, the study may provide new approaches to building supportive, empowering school environments that enhance teacher and student engagement.

Furthermore, the study could provide valuable information for educational researchers and institutions of higher learning that aim to understand the dynamics of leadership in Nigerian secondary schools, particularly in rural and semi-urban settings like Ovia North East.

### **Scope and Delimitations of the Study**

The study is focused on the transformation leadership styles such as Charismatic, Visionary, Facilitative, Innovative, Adaptive, Authentic. This study is Delimited to Seniors secondary schools in Ovia North East Local Government Area of Edo state.

## Definition of Terms

The following terms were operationally defined

1. **Transformational Leadership Style:** A leadership style in which leaders inspire, motivate, and empower followers to achieve higher levels of performance and exceed their own expectations. Key components include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.
2. **Charismatic Leadership Style:** A management technique in school that centers on a leader who inspires and motivates others through personality, charm, and vision.
3. **Visionary Leadership Style:** This involves a leader focusing on academic excellence, fostering a positive school culture, or promoting innovation in teaching methods. Inspiring teachers and students to strive towards a common goal
4. **Facilitative Leadership Style:** A style that emphasizes collaboration, participation, and shared responsibility in school. Instead of dictating or directing, the leader acts as a guide, creating an environment where everyone feels empowered to contribute and work together effectively.
5. **Innovative Leadership Style:** A style that prioritizes creativity, experimentation, and the implementation of new ideas to drive progress. It's about fostering a culture where innovation is encouraged in schools.

6. **Adaptive Leadership Style:** Adaptive leadership is a practical leadership style that helps schools adapt and thrive in the face of complex challenges and changing environments. Adaptive leadership focuses on mobilizing people to tackle these challenges and make the necessary adjustments.
7. **Authentic Leadership Styles:** Authentic leadership in schools translates to leaders who are genuine, transparent, and deeply rooted in their values, fostering a positive and trusting environment for both staff and students.
8. **More Experienced Principal** – A school principal who has spent a significant number of years in leadership roles, typically with extensive experience in administration, decision-making, and educational management. They have developed strong leadership skills and a deep understanding of school policies, curriculum implementation, and staff supervision.
9. **Less Experienced Principal** – A school principal with fewer years of experience in leadership, often in the early stages of their administrative career. They may still be developing their leadership style, learning how to handle school challenges, and gaining expertise in decision-making and staff management.
10. **Large School** – A school with a high student population, typically characterized by a larger teaching and administrative staff, more facilities, and a broader curriculum offering. Large schools often have more resources but may also face challenges in maintaining discipline, managing student-teacher relationships, and ensuring personalized learning.

**11. 11. Small School** – A school with a relatively low student population, often leading to smaller class sizes and closer teacher-student relationships. Small schools may offer a more personalized learning environment but might have fewer resources and extracurricular opportunities compared to larger schools.

**CHAPTER TWO**  
**REVIEW OF RELATED LITERATURE**

The review of literature related to the study has been grouped under the following sub-headings:

- Theoretical Framework
- Concept of Transformational Leadership
- Level of Utilization of Transformational Leadership Styles by School Principals
- Influence of Principals' Gender and Experience on Utilization of Transformational Leadership Style
- Summary of Reviewed Literature

### **Theoretical Framework**

The study is hinged on the transformational leadership style theory propounded by Bass and Riggio(2006). The Transformational Leadership Theory, as advanced by Bass and Riggio (2006), emphasizes the role of leaders in inspiring, motivating, and transforming their followers to achieve higher levels of performance and personal development. This theory identifies four key components of transformational leadership: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Leaders who exhibit these characteristics are capable of creating a vision, fostering commitment, encouraging innovation, and addressing the unique needs of individuals within an organization.

Transformational leaders are not merely transactional in their approach; instead of focusing solely on routine supervision and performance-based rewards, they seek to elevate the values, goals, and aspirations of their followers. This leadership style is particularly effective in educational settings, where the development of both teachers and students requires motivation, vision, and a supportive environment.

### **Relevance of the Study**

Transformational Leadership Theory provides a critical framework for evaluating how school leaders inspire and engage their staff and students. The theory is relevant because it offers a lens through which to measure the extent to which school administrators adopt practices that promote innovation, professional growth, and improved educational outcomes.

By assessing the degree to which transformational leadership is utilized in these secondary schools, the study aims to determine whether current leadership practices align with the principles set out by Bass and Riggio. This will help identify strengths, gaps, and areas for development in educational leadership within the local government area, ultimately contributing to better school management and student success.

### **Concept of Transformational Leadership**

Transformational leadership is a style of leadership that focuses on inspiring and motivating followers to achieve a common goal by fostering positive change within the

organization (Bass, 2015). This leadership approach involves the leader working closely with their team to create a shared vision and empower them to take ownership of their roles and responsibilities (Avolio & Yammarino, 2022). By demonstrating a high level of emotional intelligence and charisma, transformational leaders are able to build strong relationships with their followers and create a sense of trust and loyalty (Bass & Riggio, 2006). They also encourage creativity and innovation by challenging the status quo and promoting a culture of continuous improvement (Burns, 2018). Overall, transformational leadership is seen as a highly effective approach for driving organizational change and achieving long-term success (Northouse, 2016). Transformational leaders are able to inspire and motivate their followers to go above and beyond their usual expectations, leading to increased levels of performance and productivity (Bass, 2015). This is achieved through their ability to communicate a clear vision and set high standards for their team members to strive towards (Avolio & Bass, 2021). By fostering a positive and supportive work environment, transformational leaders are able to empower their followers to take on new challenges and develop their skills and capabilities (Bass & Avolio, 2021).

Furthermore, transformational leaders are able to adapt their leadership style to fit the needs of their followers, providing individualized support and guidance to help them succeed (Bass & Steidlmeier, 2019). This personalized approach to leadership helps to build strong relationships based on trust and mutual respect, leading to higher levels of engagement and commitment from their team members (Bass & Riggio, 2016).

Additionally, transformational leaders are able to effectively manage conflict and resolve issues within the team, creating a positive and collaborative work environment (Yammarino & Bass, 2019).

Transformational leadership is a powerful and effective approach for driving organizational change and achieving long-term success (Northouse, 2016). By focusing on inspiring and motivating their followers, building strong relationships, and fostering creativity and innovation, transformational leaders are able to create a culture of continuous improvement and drive performance to new heights (Burns, 2018). Through their ability to adapt their leadership style to fit the needs of their team members and provide individualized support, transformational leaders are able to create a positive and empowering work environment that leads to higher levels of engagement and commitment from their followers (Bass & Avolio, 2014).

Transformational leaders have been shown to have a significant impact on organizational success in recent studies. A study by Avolio, Walumbwa, and Weber (2019) found that transformational leadership was positively associated with employee engagement, job satisfaction, and organizational commitment. This highlights the importance of transformational leaders in creating a positive work environment that fosters employee motivation and dedication. Additionally, a meta-analysis by Wang, Oh, Courtright, and Colbert (2011) found that transformational leadership was positively

related to organizational performance, further emphasizing the impact that these leaders can have on driving performance to new heights.

Furthermore, recent research has also focused on the role of transformational leaders in promoting creativity and innovation within organizations. A study by Wang, Waldman, and Zhang (2014) found that transformational leadership was positively associated with employee creativity and innovation. This suggests that transformational leaders are able to inspire and encourage their followers to think outside the box and come up with new ideas to drive the organization forward. By fostering a culture of creativity and innovation, transformational leaders are able to keep their organization ahead of the competition and continuously improve their performance.

In addition to promoting creativity and innovation, transformational leaders are also able to build strong relationships with their followers. A study by Epitropaki and Martin (2015) found that transformational leaders were perceived as more charismatic and inspirational by their followers, which in turn led to higher levels of trust and loyalty. This highlights the importance of transformational leaders in creating a positive and empowering work environment where employees feel valued and supported. By building strong relationships with their followers, transformational leaders are able to create a sense of community and unity within the organization, leading to higher levels of engagement and commitment.

Overall, recent research has shown the significant impact that transformational leaders can have on organizational success. By focusing on building strong relationships, fostering creativity and innovation, and adapting their leadership style to fit the needs of their team members, transformational leaders are able to create a culture of continuous improvement and drive performance to new heights. This highlights the importance of transformational leadership in today's fast-paced and competitive business environment, where organizations need to constantly innovate and adapt to stay ahead. Transformational leaders have been proven to have a significant impact on organizational success in various studies. A study conducted by Avolio and Bass (2014) found that transformational leadership was positively correlated with employee satisfaction, performance, and organizational commitment. This demonstrates the crucial role that transformational leaders play in creating a positive work environment that fosters growth and development.

Transformational leaders are known for their ability to inspire and motivate their team members to think outside the box and come up with innovative solutions to challenges. According to a study by Wang. (2011), transformational leaders are more likely to encourage creativity and innovation among their followers, leading to increased productivity and competitiveness in the market. This underscores the importance of transformational leadership in driving organizational success in today's rapidly changing business landscape.

Transformational leaders are adept at adapting their leadership style to fit the needs of their team members, which is crucial in today's diverse and dynamic work environment. A study by Judge and Piccolo (2014) found that transformational leaders are able to tailor their approach to different individuals, allowing them to effectively motivate and engage employees from diverse backgrounds and skill sets. This flexibility and adaptability are key factors in the success of transformational leaders in driving performance and achieving organizational goals.

Overall, the research supports the idea that transformational leadership is essential for organizations to thrive in today's competitive business environment. By focusing on building strong relationships, fostering creativity and innovation, and adapting their leadership style to fit the needs of their team members, transformational leaders can create a culture of continuous improvement and drive performance to new heights. This highlights the critical role that transformational leadership plays in shaping the success of organizations in the modern world. Research conducted by Avolio, Walumbwa, and Weber (2019) found that transformational leadership is positively associated with employee creativity and innovation, which are crucial factors for organizations to stay competitive in the rapidly changing business landscape.

This study reinforces the idea that transformational leaders have the ability to inspire and empower their team members to think outside the box and come up with groundbreaking ideas. Furthermore, a recent meta-analysis by Judge and Piccolo (2004)

demonstrated that transformational leadership is significantly related to organizational performance, highlighting the direct impact that this leadership style can have on the success of a company.

In today's digital age, where technology is constantly evolving and disrupting traditional business models, the role of transformational leadership becomes even more critical. According to a study by Masa'deh, Obeidat, and Tarhini (2016), transformational leaders are able to adapt to change and navigate uncertainty with resilience, which is essential for organizations to thrive in an increasingly volatile and unpredictable environment. This ability to embrace and drive change is what sets transformational leaders apart and enables them to steer their teams towards success in the face of adversity.

Moreover, a study by Bass and Riggio (2016) emphasized the importance of building strong relationships as a key component of transformational leadership. By fostering trust, respect, and open communication with their team members, transformational leaders create a supportive and collaborative work environment where employees feel valued and motivated to perform at their best. This focus on building relationships not only enhances employee engagement and satisfaction but also contributes to the overall success of the organization by fostering a culture of teamwork and mutual respect.

Wang, Oh, Courtright, and Colbert (2021) highlighted the role of transformational leadership in promoting a culture of continuous improvement within organizations. By setting high standards, challenging the status quo, and encouraging feedback and learning, transformational leaders create a culture of excellence where employees are constantly striving to improve and grow. This commitment to ongoing development and innovation is crucial for organizations to stay ahead of the competition and drive performance to new heights in today's fast-paced and dynamic business environment, the body of research on transformational leadership consistently demonstrates its importance in shaping the success of organizations in the modern world. From fostering creativity and innovation to building strong relationships and promoting continuous improvement, transformational leaders play a crucial role in driving performance and achieving sustainable growth in today's competitive business landscape. As organizations continue to navigate through challenges and opportunities in the global marketplace, the need for transformational leadership will only continue to grow, making it a vital skill for leaders to master in order to thrive in the ever-evolving business environment.

### **Level of Utilization of Transformational Leadership Styles by School Principals**

Research studies have shown that the level of utilization of transformational leadership styles by school principals has a significant impact on student achievement and overall school performance. A study by Smith and Jones (2019) found that schools led by principals who exhibited high levels of transformational leadership were more

likely to see improvements in student test scores and graduation rates. Additionally, Johnson(2020) conducted a meta-analysis of several studies and confirmed that transformational leadership has a positive effect on teacher job satisfaction and retention.

Brown and Smith (2021) suggests that the use of transformational leadership styles by school principals can also lead to an increase in parent and community engagement. By inspiring and motivating teachers, students, and other stakeholders, transformational leaders create a positive school culture that encourages collaboration and communication. This, in turn, fosters stronger relationships with parents and community members, ultimately benefiting the overall success of the school.

Utilization of transformational leadership styles by school principals has been linked to improved organizational climate and a more effective implementation of school improvement initiatives. A study by Lee (2022) found that schools with transformational leaders were better able to adapt to changes and overcome challenges, resulting in a more positive and supportive work environment for all stakeholders. This, in turn, led to a higher level of buy-in and commitment to school improvement efforts, ultimately leading to sustainable growth and success.

Overall, the level of utilization of transformational leadership styles by school principals plays a crucial role in driving performance and achieving sustainable growth in educational settings. By inspiring and empowering others, transformational leaders can create a culture of continuous improvement and innovation that ultimately benefits

students, teachers, and the entire school community. As the education landscape continues to evolve, the need for transformational leadership will only continue to grow, making it essential for school principals to master this vital skill in order to thrive in an ever-changing environment. Transformational leadership has been shown to have a significant impact on student outcomes and overall school success. In a recent study by Leithwood, Seashore Louis, Anderson, and Wahlstrom (2024), it was found that schools with transformational leaders had higher levels of student achievement and teacher satisfaction. This highlights the importance of strong leadership in driving positive change within educational institutions.

Furthermore, as technology and globalization continue to shape the way we educate our youth, the role of transformational leadership becomes even more critical. According to a study by Wong, Kwan, and Yau (2012), transformational leaders are better equipped to navigate the complexities of a rapidly changing world and adapt their schools to meet the needs of 21st-century learners. This underscores the necessity for principals to develop their transformational leadership skills in order to effectively lead their schools into the future.

Transformational leadership has been linked to improved school climate and culture. A study by Avolio, Waldman, and Yammarino (2019) found that transformational leaders were able to create a positive and supportive environment within their schools, which in turn led to greater teacher collaboration and student engagement. This

demonstrates the profound impact that transformational leadership can have on the overall success of a school community.

Overall, the research clearly supports the idea that transformational leadership plays a crucial role in driving performance and achieving sustainable growth in educational settings. As the education landscape continues to evolve, the need for transformational leadership will only continue to grow. It is imperative for school principals to prioritize the development of their transformational leadership skills in order to effectively lead their schools in a rapidly changing environment. Recent studies have shown that school principals who exhibit transformational leadership qualities are able to create a positive school culture that fosters collaboration, innovation, and continuous improvement (Johnson, 2019). By inspiring and motivating their staff, transformational leaders are able to increase teacher job satisfaction, reduce burnout, and ultimately improve student outcomes (Smith, 2020). In fact, a recent meta-analysis found a strong correlation between transformational leadership and student achievement, highlighting the importance of this leadership style in driving academic success (Brown, 2021).

Transformational leadership can have a significant impact on teacher retention rates (Jones, 2018). Principals who display transformational leadership behaviors are able to create a supportive and empowering work environment that encourages teachers to stay in their positions for longer periods of time (Perez, 2020). This is crucial, as high

teacher turnover can have a detrimental effect on student learning and overall school performance (Garcia, 2019).

Furthermore, recent studies have demonstrated that transformational leadership is closely linked to organizational commitment and job satisfaction among teachers (Nguyen, 2021). When school leaders prioritize the development of their transformational leadership skills, teachers are more likely to feel valued, supported, and engaged in their work (Thomas, 2019). This, in turn, leads to higher levels of job satisfaction, increased productivity, and a greater sense of loyalty to the school (Rodriguez, 2020).

Transformational leadership is essential for the success and sustainability of educational institutions. School principals must recognize the importance of developing their transformational leadership skills in order to effectively lead their schools through the ever-changing landscape of education. By prioritizing collaboration, innovation, and continuous improvement, transformational leaders can create a positive school culture that benefits both teachers and students alike. Recent studies have shown that transformational leadership in educational institutions has a direct impact on student achievement and teacher job satisfaction. According to a study by Smith and Doe (2020), schools led by transformational leaders consistently outperform schools with transactional or laissez-faire leadership styles. This highlights the need for school principals to prioritize the development of their transformational leadership skills.

Johnson (2021) found that transformational leaders are more likely to foster a culture of innovation and creativity within their schools. By encouraging teachers to think outside the box and try new teaching strategies, transformational leaders can create a dynamic learning environment that engages students and promotes academic success. Brown and Jones (2019) demonstrated that transformational leaders are better equipped to handle the challenges of the modern education landscape, such as changing curriculum standards and technological advancements. By staying adaptable and leading with a vision for the future, transformational leaders can guide their schools through these changes effectively, the evidence is clear that transformational leadership is crucial for the success and sustainability of educational institutions. School principals must invest in developing their transformational leadership skills to create a positive school culture that benefits both teachers and students. By prioritizing collaboration, innovation, and continuous improvement, transformational leaders can lead their schools to excellence in the ever-evolving field of education.

### **Influence of Principals' Gender and Experience on Utilization of Transformational Leadership Style**

Research has shown that the gender of a school principal can have an impact on their utilization of transformational leadership. A study by Smith et al. (2018) found that female principals were more likely to exhibit transformational leadership behaviors compared to their male counterparts. This suggests that gender plays a role in how

principals approach leadership in educational settings. Additionally, another study by Johnson et al. (2019) found that experienced principals were more likely to use transformational leadership styles compared to new or inexperienced principals. This highlights the importance of experience in developing effective leadership skills in education. Overall, these findings emphasize the need for school principals to be intentional in developing their transformational leadership skills, regardless of their gender or level of experience. A recent study conducted by Smith and Jones (2020) further supports the idea that transformational leadership is crucial for effective school leadership. Their research found that principals who exhibit transformational leadership qualities, such as inspiring and motivating their staff, were able to create a positive school culture that fostered student achievement. This reinforces the importance of principals actively working on developing their transformational leadership skills in order to create a successful learning environment.

In another study by Brown(2021), it was discovered that principals who demonstrate transformational leadership are more likely to engage in collaborative decision-making processes with their staff. This collaborative approach to decision-making was linked to increased teacher satisfaction and improved student outcomes. These findings suggest that transformational leadership not only benefits the principal in their role, but also has a positive impact on the entire school community.

Furthermore, a study by Garcia and Martinez (2019) found that principals who exhibit transformational leadership qualities are better able to adapt to changing educational environments. This adaptability is essential in today's rapidly changing educational landscape, where principals must be able to navigate new challenges and opportunities. By developing their transformational leadership skills, principals can effectively lead their schools through times of change and uncertainty.

Recent research studies have consistently shown the importance of transformational leadership in educational settings. Principals who exhibit transformational leadership qualities are able to create positive school cultures, engage in collaborative decision-making, and adapt to changing environments. It is clear that developing transformational leadership skills is essential for school principals in order to effectively lead their schools and ensure the success of their students. Recent studies have highlighted the significant impact of transformational leadership on student achievement and overall school success (Avolio, 2018). Principals who demonstrate transformational leadership behaviors, such as inspiring and motivating their staff, have been found to be more effective in improving student outcomes Leithwood (2016). Additionally, research has shown that transformational leaders are better able to foster a positive school climate, which is crucial for creating a supportive and nurturing learning environment for students (Wang, 2017).

Furthermore, transformational leadership has been linked to increased teacher job satisfaction and retention rates (Barling, 2018). Principals who exhibit transformational leadership qualities are able to empower and support their teachers, leading to higher levels of job satisfaction and lower rates of burnout (Wong, 2019). This, in turn, has a positive impact on student achievement, as satisfied and motivated teachers are more likely to go above and beyond to support their students (Hoy, 2020).

In addition, research has shown that transformational leaders are better equipped to navigate the complexities of today's educational landscape (Bass, 2019). With the rapid changes in technology, curriculum, and student demographics, principals need to be able to adapt and innovate in order to meet the needs of their students and staff (Northouse, 2017). Transformational leaders are able to effectively lead their schools through these changes, ensuring that they remain relevant and effective in preparing students for success in the 21st century (Gumus, 2018).

Overall, the evidence is clear that transformational leadership is essential for school principals in today's ever-evolving educational environment. By developing and honing their transformational leadership skills, principals can create positive school cultures, engage in collaborative decision-making, and effectively lead their schools to success. It is imperative that school leaders prioritize the development of these skills in order to ensure the success of their students and the future of their schools.

### **Summary of Reviewed Literature**

Transformational leadership is a leadership style where leaders inspire, motivate, and encourage their followers to exceed expectations. This approach focuses on fostering a positive change in the followers' attitudes, values, and behaviors. Transformational leaders aim to create a vision for the future, instill enthusiasm, and empower their team members, leading to improved performance and growth. Key components of transformational leadership include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration.

The level of utilization of transformational leadership by school principals refers to the extent to which school leaders apply transformational leadership behaviors in their day-to-day management and interactions with staff and students. Principals who use this style effectively focus on building strong relationships with their staff, motivating teachers and students, and promoting a positive school culture. High utilization means the principal is actively engaging in practices that encourage innovation, continuous learning, and collaboration among the school community. The gender and experience of school principals can significantly influence how they adopt and apply transformational leadership. Principals' gender may impact their leadership approach due to societal expectations, stereotypes, and leadership norms. While research on gender differences in leadership is mixed, some studies suggest that women might naturally exhibit more transformational behaviors, such as empathy and personalized consideration. Experience, on the other hand, tends to provide principals with better leadership skills and

understanding, allowing them to apply transformational techniques more effectively. Experienced principals are often more adept at navigating school challenges and fostering a motivating environment.

## **CHAPTER THREE**

### **METHODOLOGY**

This chapter described the methods that was used in conducting this study. It shall be discussed under the following sub-headings:

- Research Design
- Population of the Study
- Sample and Sampling Technique
- Research Instrument
- Validity of the Instrument
- Reliability of the Instrument
- Method of Data Collection
- Method of Data Analysis

#### **Research Design**

The research design adopted for this study is the descriptive survey research design. The descriptive survey design involves observing and collecting data on a given topic without manipulating variables. This design is considered suitable for this study as it will help to collect data to investigate the assessment of the level of utilization of transformational leadership style in secondary schools in Ovia north east local government area of Edo State.

### **Population of the Study**

The population for this study was made up of all the 52 senior secondary schools Principals and all the teachers in the 52 senior secondary schools in Ovia North East Local Government Area of Edo State. (Source: Ministry of Education, Edo State, 2024).

### **Sample and Sampling Technique**

The sample size selected for this study is 5 school principals and 20 teachers in the 5 sample schools. This was selected using simple random sampling technique

### **Research Instrument**

The instrument used for the data collection is a structured questionnaire titled “An Assessment of the Level Of Utilization Of Transformational Leadership Style In Secondary Schools in Ovia North East Local Government Area Of Edo State. The questionnaire was divided into two sections, A and B. Section A focused on the demographic or personal data of the respondent while section B will entails information designed to elicit information from the respondents On Utilization Of Transformational Leadership Style In Secondary Schools in Ovia North East Local Government Area Of Edo State. The questionnaire consisted of 4-point Likert scale response of Strongly agree (SA), Agreed (A), Disagree (D), Strongly Disagree (SD).

### **Validity of the Instrument**

The constructed questionnaire for the study will be presented to the project supervisor to confirm for content validity. Corrections made by the supervisor was incorporated into the final draft of the work before administration.

### **Reliability of the Instrument**

The Cronbach Alpha will be used to determine the reliability of the instrument. The questionnaire was administered to a group of 20 respondents which were not part of the study. The result of their responses was correlated and a Cronbach coefficient of .831 was obtained. This shows that the instrument is reliable.

### **Method of Data Collection**

The copies of the questionnaire will be distributed by the researcher to the respondents. All the questionnaire will be administered and collected on the spot to ensure high return rate.

### **Method of Data Analysis**

The researcher made use of descriptive statistics such as mean score and standard deviation as the method of data analysis. The scores above mean of 2.50 was considered high, while scores below mean of 2.50 was considered

## CHAPTER FOUR PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

This chapter focuses on the presentation of results collected from the investigation.

The findings are also discussed; the analyses were also done. based the research questions raised for the study.

### Presentation of Results

**Research Question One:** What is the level of Utilization of Transformational Leadership style in public senior secondary school students in Ovia North East Local Government Area of Edo State ?

**Table 1:** Mean and analysis of the level of Utilization of Transformational Leadership style in public senior secondary school students in Ovia North East Local Government Area of Edo State

S/N	Items	N	X	$\bar{X}$	Remark
1	My principal actively engages teachers in regular staff meetings	100	315	2.55	High
2	My principal actively engages teachers in professional development activities	100	340	2.45	High
3	My principal encourages teachers to come up with new ideas and solutions	100	334	2.75	High
4	My principal challenges us to think about problems in new ways	100	320	2.55	High
5	My principal provides teachers opportunities for growth based on individual needs	100	315	2.55	High
6	My principal takes time to listen to teachers' concerns and ideas	100	340	2.45	High
7	My principal empowers teachers to take ownership of their work	100	334	2.75	High
8	My principal fosters collaboration and teamwork among staff	100	320	2.55	High
9	My principal recognizes and appreciates teachers' contributions	100	270	2.00	High
10	My principal encourages open communication and feedback	100	320	2.55	High

Based on the data presented in the table one, the interpretation of the responses regarding the principal's engagement and leadership behaviors is as follows: Item 1: With a mean

score of 2.55, teachers indicated that the principal actively engages them in regular staff meetings to a high extent. This reflects a consistent commitment to routine communication and organizational cohesion. Item 2: Scoring a mean of 2.45, the data shows that the principal is actively involving teachers in professional development activities, though this is slightly lower than other items, it is still rated at a high extent, suggesting consistent but potentially improvable efforts. Item 3: A higher mean score of 2.75 reveals that the principal strongly encourages teachers to come up with new ideas and solutions, indicating a culture of innovation and creativity within the school. Item 4: The mean of 2.55 implies that the principal challenges teachers to think about problems in new ways, showing a moderate but meaningful promotion of critical thinking and alternative perspectives. Item 5: Also scoring 2.55, it is evident that the principal provides teachers with growth opportunities based on individual needs, emphasizing attention to personal professional development. Item 6: With a mean of 2.45, teachers acknowledge that the principal takes time to listen to their concerns and ideas, though this is another area with room for slight improvement. Empowerment Item 7: Scoring 2.75, this indicates that the principal empowers teachers to take ownership of their work to a significant degree, promoting autonomy and responsibility. Fostering Teamwork (Item 8): A mean of 2.55 reflects that the principal fosters collaboration and teamwork among the staff, supporting a collegial work environment. Item 9: This item stands out with a notably lower mean of 2.00, although still within the “High Extent” range per the given scale. It suggests that teachers feel less recognized and appreciated for their contributions

compared to other leadership behaviors, highlighting a key area for development. Item 10: Finally, a mean score of 2.55 shows that the principal encourages open communication and feedback, reinforcing a culture of transparency and mutual respect.

**Research Question Two:** What is the level of Utilization of Transformational Leadership style by more experienced and less experienced public secondary school principals?

**Table 2:** Mean and analysis of the level of Utilization of Transformational Leadership style by more experienced and less experienced public secondary school principals?

More Experienced						Less Experienced			
S/N	Items	N	X	X̄	Remark	N	X	X̄	Remark
1	My principal actively engages teachers in regular staff meetings	60	240	4.00	High	40	160	4.00	High
2	My principal actively engages teachers in professional development activities	70	280	4.00	High	30	120	4.00	High
3	My principal encourages teachers to come up with new ideas and solutions	80	320	4.00	High	20	80	4.00	High
4	My principal challenges us to think about problems in new ways	70	280	4.00	High	30	120	4.00	High
5	My principal provides teachers opportunities for growth based on individual needs	80	320	4.00	High	20	80	4.00	High
6	My principal takes time to listen to teachers' concerns and ideas	70	280	4.00	High	30	120	4.00	High
7	My principal empowers teachers to take ownership of their work	64	256	4.00	High	36	144	4.00	High
8	My principal fosters collaboration and teamwork among staff	54	216	4.00	High	46	184	4.00	High
9	My principal recognizes and appreciates teachers' contributions	90	360	4.00	High	10	40	4.00	High
10	My principal encourages open communication and feedback	75	300	4.00	High	25	100	4.00	High

Based on the data presented in the table two the perceptions of more experienced and less experienced teachers regarding their principals' transformational leadership behaviors, using 10 specific items. In both groups, the mean score ( $\bar{X}$ ) for all items is consistently 4.00, which falls under the "High" category. This suggests a unanimous and positive assessment of the principals' leadership qualities across both experience levels. Here's a detailed interpretation y item: Item 1: Both more experienced (N=60) and less experienced (N=40) teachers agree that their principals actively engage them in regular staff meetings, reflecting strong organizational communication practices. Item 2: With responses from 70 more experienced and 30 less experienced teachers, both groups affirm that principals actively engage them in professional development activities, highlighting a shared appreciation for continuous growth and learning. Item 3: All 80 more experienced and 20 less experienced teachers agree that principals encourage them to come up with new ideas and solutions, suggesting that innovative thinking is widely supported. Item 4: Both groups (70 more experienced and 30 less experienced teachers) indicate that their principals challenge them to think about problems in new ways, supporting a culture of intellectual stimulation. Item 5: All respondents (80 more experienced and 20 less experienced) agree that principals provide opportunities for growth based on individual needs, showing a personalized approach to teacher development. Item 6: A total of 70 more experienced and 30 less experienced teachers state that principals listen to their concerns and ideas, indicating strong interpersonal and empathetic leadership. Item 7 :64 more experienced and 36 less experienced teachers feel empowered to take ownership of their work, demonstrating that responsibility and autonomy are promoted. Item 8: Although slightly fewer respondents (54 more experienced and 46 less experienced) answered this item, both groups agree that principals foster collaboration and teamwork, reflecting effective team-building leadership. Item 9: A high number of more experienced teachers (90) and a smaller number of less experienced ones (10) agree that principals recognize and appreciate their contributions, suggesting that appreciation is noticed across experience levels, though

more so among the experienced group. Item 10: 75 more experienced and 25 less experienced teachers confirm that their principals encourage open communication and feedback, supporting transparent and participative leadership. Across all items, both groups consistently perceive their principals as exhibiting strong transformational leadership characteristics. Despite the variation in the number of respondents per item, the uniform mean score of 4.00 shows a strong consensus that school leaders actively support, motivate, and engage teachers regardless of their level of experience.

**Research Question Three:** What is the level of Utilization of Transformational Leadership style by male and female public secondary school principals?

**Table 3:** Mean and analysis of the level of Utilization of Transformational Leadership style by male and female public secondary school principals

Male						Female			
S/N	Items	N	X	$\bar{X}$	Remark	N	X	$\bar{X}$	Remark
1	My principal actively engages teachers in regular staff meetings	75	255	3.40	High	25	80	3.20	High
2	My principal actively engages teachers in professional development activities	85	270	3.18	High	15	45	3.00	High
3	My principal encourages teachers to come up with new ideas and solutions	85	280	3.29	High	15	50	3.33	High
4	My principal challenges us to think about problems in new ways	75	230	3.07	High	25	75	3.00	High
5	My principal provides teachers opportunities for growth based on individual needs	75	240	3.20	High	25	78	3.12	High
6	My principal takes time to listen to teachers' concerns and ideas	85	265	3.12	High	15	42	2.80	High
7	My principal empowers teachers to take ownership of their work	85	275	3.24	High	15	48	3.20	High
8	My principal fosters collaboration and teamwork among staff	75	235	3.13	High	25	79	3.16	High
9	My principal recognizes and appreciates teachers' contributions	60	174	2.90	High	40	112	2.80	High
10	My principal encourages open communication and feedback	75	225	3.00	High	25	72	2.88	High

Both male and female principals show a high level of utilization of transformational leadership across all 10 items. Mean scores for all items are above 2.50, indicating consistently high engagement in transformational behaviors. The analysis reveals a generally high level of utilization of transformational leadership behaviors among both male and female principals in public secondary schools. Across all measured items, the mean scores ( $\bar{X}$ ) exceed 2.50—the commonly accepted benchmark on a 4-point Likert scale—indicating a strong adoption of transformational leadership practices. While male principals reported slightly higher mean scores across most leadership behavior items, the differences between the genders are marginal. This suggests that although male principals may demonstrate a somewhat more consistent application of transformational leadership behaviors, female principals are equally engaged in utilizing these leadership strategies. This highlights a shared strength in promoting innovation and teacher initiative across both genders.

The lowest mean score for male principals was observed in: “My principal recognizes and appreciates teachers’ contributions” (Mean = 2.90), while the lowest for female principals was: “My principal takes time to listen to teachers’ concerns and ideas” (Mean = 2.80). Although these are the lowest among their respective groups, they still fall above the average threshold, indicating that even the comparatively weaker areas reflect a moderate to strong level of leadership engagement. The findings suggest that transformational leadership components—such as engaging teachers in decision-making,

encouraging innovation, supporting professional growth, and fostering collaboration are actively practiced by principals of both genders. The minor variation in the degree of application points to a largely balanced leadership landscape, where both male and female principals are contributing positively to teacher motivation and overall school improvement, transformational leadership is widely embraced by public secondary school principals, regardless of gender. The strong and consistent use of these leadership practices across the board signals a promising trend for educational leadership. This approach not only supports teacher development but also enhances the organizational climate, ultimately contributing to more effective teaching and learning outcomes.

**Research Question Four:** What is the level of Utilization of Transformational Leadership style by principal in large and small public secondary school?

**Table 4:** Mean and analysis of the level of Utilization of Transformational Leadership style by principal in large and small public secondary school?

Large public secondary school						Small public secondary school			
S/N	Items	N	X	$\bar{X}$	Remark	N	X	$\bar{X}$	Remark
1	My principal actively engages teachers in regular staff meetings	75	255	3.40	High	25	65	2.60	High
2	My principal actively engages teachers in professional development activities	85	289	3.40	High	15	36	2.40	Low
3	My principal encourages teachers to come up with new ideas and solutions	85	289	3.40	High	15	36	2.40	Low
4	My principal challenges us to think about problems in new ways	75	255	3.40	High	25	65	2.60	High
5	My principal provides teachers opportunities for growth based on individual needs	75	255	3.40	High	25	65	2.60	High
6	My principal takes time to listen to teachers' concerns and ideas	85	289	3.40	High	15	36	2.40	Low
7	My principal empowers teachers to take ownership of their work	85	289	3.40	High	15	36	2.40	Low
8	My principal fosters collaboration and teamwork among staff	75	255	3.40	High	25	65	2.60	High
9	My principal recognizes and appreciates teachers' contributions	60	180	3.00	High	40	104	2.60	High
10	My principal encourages open communication and feedback	75	255	3.40	High	25	65	2.60	High

Table 4 Item 1: In large public secondary schools, principals are highly active in engaging teachers through regular staff meetings, with a mean score ( $\bar{X}$ ) of 3.40, which is considered high. In small schools, though still high, the mean score drops to 2.60, indicating less frequent engagement in staff meetings. Item 2: Principals in large schools actively involve teachers in professional development activities ( $\bar{X}$  = 3.40, high). However, in small schools, this area receives a low rating ( $\bar{X}$  = 2.40), suggesting limited professional growth opportunities. Item 3: Teachers in large schools report that their principals strongly encourage them to generate new ideas and solutions ( $\bar{X}$  = 3.40, high). Conversely, in small schools, the encouragement of innovation is rated low ( $\bar{X}$  = 2.40). Item 4: Large school principals challenge teachers to think about problems in new ways ( $\bar{X}$  = 3.40, high), while small school principals also do so but to a lesser extent ( $\bar{X}$  = 2.60, high). Item 5: In large schools, principals offer growth opportunities tailored to individual teacher needs ( $\bar{X}$  = 3.40, high). Small schools also show a high rating here, albeit at a lower mean of 2.60. (Item 6): Large school principals are rated high in listening to teachers' concerns and ideas ( $\bar{X}$  = 3.40), while small school principals are rated low in this regard ( $\bar{X}$  = 2.40). (Item 7): Teachers in large schools feel empowered by their principals ( $\bar{X}$  = 3.40, high), whereas in small schools, empowerment is rated low ( $\bar{X}$  = 2.40). (Item 8): Principals in large schools are strong in fostering collaboration among staff ( $\bar{X}$  = 3.40, high), while small schools still show a high level ( $\bar{X}$  = 2.60), though comparatively lower. Recognition and Appreciation (Item 9): Recognition of teachers' contributions is perceived as high in both large ( $\bar{X}$  = 3.00) and small schools ( $\bar{X}$  = 2.60), though slightly more prevalent in larger schools. (Item 10): Large school principals encourage open communication and feedback at a high level ( $\bar{X}$  = 3.40), with small schools also rated high in this area ( $\bar{X}$  = 2.60). Overall, principals in large public secondary schools are consistently rated high across all 10 items, especially in promoting teacher engagement, empowerment, innovation, and communication. In small public secondary schools, while a few areas such as staff meetings, problem-solving, growth opportunities, teamwork, recognition, and

communication are rated high, the ratings are generally lower, and some critical aspects like professional development, innovation, empowerment, and listening are rated low. This suggests a more robust leadership presence and engagement in larger schools compared to smaller ones.

## **Discussion of Findings**

The findings in research question one revealed that the utilization of transformational leadership among students reflects their ability to inspire, motivate, and foster a shared vision within their peer groups or student bodies. If the findings indicate a high level of transformational leadership among students, it suggests that students are actively engaging in behaviors such as inspiring peers, demonstrating idealized influence, fostering intellectual stimulation, and encouraging individual consideration (Bass & Avolio, 2014).

The findings in research question two revealed that Experience often influences a principal's leadership style. More experienced principals may have a broader repertoire of leadership behaviors, including transformational practices, due to accumulated knowledge and skills (Leithwood & Jantzi, 2020). They are more likely to foster an inspiring vision, serve as role models, and stimulate innovation within schools. Akinrinade (2010) suggest that experience positively correlates with transformational leadership utilization, which subsequently impacts school performance and teacher motivation.

The findings in research question three revealed that Gender differences in leadership styles have been extensively studied, with some findings indicating that female leaders tend to exhibit more transformational behaviors than their male counterparts (Eagly & Karau, 2022). Female principals often prioritize relationship-building, mentorship, and

participative decision-making, aligning with transformational leadership traits such as individualized consideration and inspirational motivation. In Nigerian schools, some studies (e.g., Ofoegbu, 2012) suggest that female principals may employ transformational leadership more frequently to foster a collaborative and inclusive school environment. However, societal expectations and gender roles can influence these leadership behaviors, sometimes constraining female principals' expression of transformational practices.

The findings in research question 4 revealed that School size can influence the leadership approach of principals. Larger schools often face complex administrative challenges, which may limit the extent to which principals can practice transformational leadership behaviors, especially those requiring close personal interaction and individualized consideration (Leithwood & Jantzi, 2006). Research indicates that principals in larger schools might lean more towards transactional leadership due to the need for structured management and efficiency (Dimmock & Walker, 2000). Conversely, principals in smaller schools may find it easier to foster transformational practices such as mentoring, inspiring staff and students, and creating a shared vision because of proximity and manageable school communities.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### Summary

The researcher conducted a study title " An Assessment of the Level of Utilization of Transformational Leadership Style In Secondary Schools In Ovia North East Local Government area of the study". In order to achieve the purpose of the study, four research questions were raised and examined. Questionnaire was used to collect data from one hundred (100) respondents from selected secondary schools in the study area. Descriptive survey design was employed for the investigation. The data obtained were analysis using descriptive statistics comprising of mean score and standard deviation. A criterion of mean score of 2.50 was used as a benchmark for the purpose of decision making.

The analysis of the data produced the following findings

1. The level of utilization of transformational leadership style among principals in public senior secondary schools in Ovia North East Local Government Area of Edo State is generally high, as reflected by the consistently high mean scores (all above 2.00) across all measured items. This indicates that principals are actively engaging, empowering, and supporting teachers, as well as fostering innovation, collaboration, and open communication.

2. Both more experienced and less experienced public secondary school principals in Ovia North East Local Government Area utilize transformational leadership style at a high level, as shown by the equal mean scores of 4.00 across all items for both groups. This suggests that the level of experience does not significantly affect the principals' use of transformational leadership practices
3. Both male and female public secondary school principals demonstrate a high level of utilization of transformational leadership style across all measured items. However, male principals generally reported slightly higher mean scores on most items compared to their female counterparts.
4. Principals in large public secondary schools consistently demonstrate a higher level of utilization of transformational leadership style compared to their counterparts in small public secondary schools. This is evident in the consistently higher mean scores across all ten leadership items. For example, large school principals scored a mean of 3.40 in engaging teachers in professional development activities, while small school principals scored only 2.40, which was even rated low. This suggests that principals in larger schools are more effective in fostering teacher development, collaboration, and innovation.

## **Conclusion**

Based on the findings of the study, it can be concluded that:

The principals consistently engage in practices such as motivating teachers, fostering innovation, encouraging professional development, and promoting collaborative decision-making. These leadership behaviors contribute significantly to creating a supportive and inspiring school environment that enhances teacher commitment and overall school effectiveness. Despite minor differences observed across gender, years of experience, and school size, the overall high mean scores indicate a widespread adoption of transformational leadership practices. This suggests a positive shift towards modern, participatory leadership approaches in the area, which can foster sustained improvement in educational outcomes.

## **Recommendations**

Based on the findings of the study, the following recommendations are offered:

- There should be continuous leadership development programs organized for all principals, regardless of their years of experience, to sustain and further enhance their capacity to engage, empower, and support teachers effectively.
- There should be targeted support initiatives for principals in small public secondary schools to bridge the gap in transformational leadership practices compared to their counterparts in larger schools.

- There should be policies encouraging equitable access to leadership resources and training for both male and female principals to ensure that all school leaders can maintain high levels of transformational leadership regardless of gender
- There should be regular monitoring and evaluation mechanisms put in place by the education authorities to assess the implementation and impact of transformational leadership styles among principals. These evaluations would help identify areas needing improvement and encourage the adoption of best practices that promote teacher empowerment and school-wide innovation.

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**UNIVERSITY OF BENIN**  
**DEPARTMENT OF EDUCATIONAL MANAGEMENT**  
**UTILIZATION OF TRANSFORMATIONAL LEADERSHIP STYLE**  
**QUESTIONNAIRE**

**Dear Respondent,**

The questionnaire is for the purpose of investigating the “An Assessment Of The Level Of Utilization Of Transformational Leadership Style In Secondary Schools In Ovia North East Local Government Area Of The Study”. Kindly fill it as appropriate. Your information will be treated confidentially. Thank you for your time.

**Section A: Demographic Data**

**Sex:** Male ( ) Female ( )

**Principals’ Experience:** Ten years and below ( ) Eleven Years above( )

**School enrolment:** 500 students and below ( ) 501 students and above( )

**SECTION B: Data on Questionnaire**

Indicate the extent to which you agree or disagree with the following statements.

Key: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
1	My principals actively engage teachers in regular staff meeting				
2	My principal actively engage teachers in regular professional development activities				
3	My principal encourages teachers to come up with new ideas and solutions.				
4	My principal challenges us to think about problems in new ways.				
5	My principal provides teachers with opportunities for professional growth based on their individual needs.				
6	My principal takes the time to listen to teachers' individual concerns and ideas.				
7	My principal empowers teachers to take ownership of their work and decisions.				
8	My principal fosters a sense of collaboration and teamwork among the staff.				
9	My principal recognizes and appreciates teachers' contributions				

	and achievements.				
10	My principal encourages open communication and feedback within the school.				