

PRINCIPALS' TRANSFORMATIONAL LEADERSHIP PRACTICES AS DETERMINANTS OF ORGANIZATIONAL COMMITMENT AND VALUE RE-ORIENTATION AMONG SECONDARY SCHOOL TEACHERS

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ABSTRACT: *This paper examined the transformational leadership practices of secondary school principals and the extent to which they predict organizational commitment and value re-orientation of teachers in Akwa Ibom State, Nigeria. Survey design was adopted for the study. Seven hundred and ninety-nine respondents were drawn using stratified random sampling technique from a population of 5,339 teachers for the study. One research question and two hypotheses guided the study. An instrument with 48 items titled "Principals' Transformational Leadership Practices, Organizational Commitment and Value Re-orientation Questionnaire" was utilized for data gathering. Cronbach Alpha reliability index of the instrument was 0.88. Multiple statistical procedures such as means, standard deviation and regression analysis were employed in data analysis. The two hypotheses were tested at 0.05 level of significance. From the findings it was revealed that principals' transformational leadership practices were high, while there was a significant effect of principals' transformational leadership practices on organizational commitment and value re-orientation of teachers. Premised on the findings of the study, it was recommended that managers of secondary education should encourage principals to adopt transformational leadership style since this has been found to positively affect organizational commitment and value re-orientation of teachers.*

KEYWORDS: Principals, Teachers, Transformational Leadership, Value Re-Orientation, Organizational Commitment

INTRODUCTION

The 21st century expectations of schools place new demands on educational leaders. Aside from providing instructional leadership, today's principals face challenges that include budget reduction amidst increased school enrolment, school insecurity caused by general societal insecurity, accountability, quality issues, public relations as well as the onerous task of managing teachers who will prepare students to become global citizens. These are daunting tasks for school administrators. These demands have brought a new focus on principals who are at the forefront of secondary education. As leaders, they are pivotal to schools' goal attainment.

According to Akpan (2015), leadership is the dynamic force that motivates and coordinates the organization towards attainment of school goals. Pokharel (2014) maintained that principals, these days, need competency to transform, lead and run their schools in order to achieve school effectiveness. Similarly, Abu-Hassain and Essawi (2014) noted that the work of principals today is more complex and demanding than in the past. The current demands do not require mediocre leaders but strong and innovative ones able to bring about the desired change in the school system.

The emphasis over the past twenty years has been on transformational leadership for school improvement and effectiveness. This is confirmed by Ndiga, Mumuika, Floru, Ngugi and Mwalwa (2014) who reported that findings from reviewed literature indicated that the type of school leadership most advocated for, especially during the period of school reforms, is the transformational leadership. Previous researchers, such as Ross and Gray (2006) and Raman, Mey, Don, Daud and Khalid (2015) have observed that transformational leadership, as opposed to other leadership styles, increases followers' commitment to organizational goals.

Bass (1985) conceptualized transformational leadership as comprising four I's: idealized influence, individualized consideration, intellectual stimulation and inspirational motivation. In idealized influence, the leader is admired, respected and trusted. It allows the leader to serve as role model for the followers. In individualized consideration, leaders care and offer support to followers, providing opportunities for the followers to grow personally, as well as professionally. They also act as mentors and coaches. In inspirational motivation, leaders motivate and inspire their followers by providing them with challenging work experience. In intellectual stimulation, leaders stimulate the thinking of their followers by encouraging innovation, creativity, as well as, involving them in the solution to a variety of problems. Kieres (2012) observed that leaders who are transformational are those who exhibit the four I's and thus improve the capacity and commitment of the led. Transformational leadership has significant influences on work attitude and behavior of followers. It aids the development of an emotional attachment between leaders and followers, which helps in shaping values, aspirations and priorities of followers (Antonakis & House, 2002).

Besides the principals, teachers play significant roles in school successes. Teachers are indispensable in the teaching-learning process. They are directly responsible for dispensing knowledge to students. Their commitment and value system cannot be overemphasized. Their commitment to school goals therefore becomes very important. The goals of secondary education as stated in the National Policy of Education (Federal Republic of Nigeria, 2013) include preparation for useful living and preparation for higher education. To achieve these goals, a committed workforce is required. Raman et al. (2015) noted that teachers are the key players in school excellence and their commitment is an important component towards school success. Furthermore, effective leadership results in high level of teachers' commitment.

Committed teachers, according to Lokman and Rozita (as cited in Raman et al.2011:222) "do not only complete their tasks diligently but are willing to sacrifice their time and personal agenda, whenever they are needed" for school programmes. Committed teachers are internally motivated and they have strong ties to their schools, the students, school programmes and the subjects they teach. Commitment therefore arises when individuals experience responsibility for the outcome of their work. It has been observed by Akpan (2015) that most teachers are not committed to their primary responsibilities. They show *laissez faire* attitude to school activities. They are involved in other businesses, and some of them trade during official hours, while most of them combine their regular teaching jobs with full-time graduate programmes in universities. It is in this regard that Hallinger and Heck (1996) cautioned that failure to achieve teachers' commitment to duty will create severe consequences for school administration and leaders.

A key concern in educational system across the globe is teachers' organizational commitment. This is because of its influence on students' outcome and general school effectiveness (Park, 2005). Akpan (2013) defined organizational commitment as the degree to which an employee identified with his/her work, its goals and the willingness of the

individual to remain in the organization. Nir (2002) viewed organizational commitment as teachers' sense of loyalty to school, and identification with its values and goals. Organizational commitment typifies an individual's involvement in a particular organization in the following three ways, as posited by Nguni, Slegers and Denessen (2006):

- (i) Believing in and acceptance of organizational goals and values.
- (ii) Willingness to exert considerable effort on behalf of the organization.
- (iii) A definite desire to remain in the organization.

Meyer and Allen (1991) have also identified three types of organizational commitment to include affective, continuance and normative commitment. Affective deals with teachers' attachment with school organization, its goals and objectives; continuance deals with the concern of teachers on the cost of leaving the profession and the lack of employment opportunities, while normative deals with teachers' loyalty and obligation to remain in the teaching profession. Nir (2002) identified three types of teacher commitment to include commitment to teaching, commitment to students and commitment to organization. Without teachers' commitment to school goals, students stand to suffer and the school system may not be able to produce graduates that can compete globally.

Another major problem in the management of Nigerian education is the value system of the teachers. The present day school system has witnessed the erosion of core values by school personnel. The cherished core values have been seriously compromised. This is evident in teachers' involvement in activities such as examination malpractice, greed, dishonesty, desperation for materialism, indiscipline, poor attitude to work and so on. These vices penetrate the school system from the society. Nweneazizi (2012) noted that the values pursued by some Nigerians do not promote development. It is expected that teachers, as role models in the educational sector and as the drivers of educational system, should abhor those vices that are detrimental to the achievement of school goals, including preparing our students for global competitiveness. Therefore, the current agitation for value re-orientation is most timely and appropriate.

Value represents what is worthwhile, good and acceptable. Olatunju (as cited in Nweneazizi, 2012) observed that education is expected to be a transmitter of worthwhile values. Esu (2009) defined value as ideals that guide or qualify an individual's personal conduct, interaction with others and involvement in career. Values therefore can be said to be beliefs that guide people's actions or behavior.

Value reorientation presupposes that something was bad, and therefore needed to be put back in its proper perspective (that is, to make something functional again). According to Magaji (2014), re-orientation is a strategy and means of returning to value. The author further noted that teachers are to make value-based inputs into the system and the values should be those that would bring development, advancement of the students and the society. It is the responsibility of teachers to maintain high standards through transmission of values and norms through effective teaching as well as being role models to students. Njoku (2015) also noted that teachers create enduring legacies that make good schools and subsequently build a good nation. The basis of this value re-orientation being discipline, diligence, truthfulness, hard work, dignity of labour, respect for leadership and authority, integrity, and trustworthiness. The role of school leadership is therefore very imperative in ensuring

teachers' value re-orientation. This is because it is generally acknowledged that effective leadership is required in the school system so as to provide the best possible education for the students. Thus, the focus of this paper is on transformational leadership, organizational commitment and value re-orientation among teachers.

LITERATURE REVIEW

Transformational leadership and organizational commitment of teachers

Transformational leadership and organizational commitment have been widely researched by scholars over the past twenty years in both educational institutions and non-educational settings. Evidence from literature suggests that transformational leadership style increases organizational commitment of subordinates (followers). Sergiorani (2007) research showed that transformational leadership seeks to inspire and empower members of the organization to focus on a common vision and collaborative approach which builds a strong school culture and commitment of staff. Transformational leadership elicits commitment rather than compliance. It creates a community in which each person has a sense that he/she is a stakeholder in the organization's mission (Martin, Crossland & Johnson, 2001). A research by Pepper (2010) also indicated that transformational heads are capable of transforming the people and culture within the organization. In another study, Tahir, Abdullah, Ali and David (2014) observed that transformational leadership practices of delegating tasks and showing visions and values are among the major determinants of organizational commitment of teachers. Transformational leadership qualities are vital in enhancing the level of member commitment to the organization.

Hamzah, Yakop, Nardin and Radhman (2011) conducted a study using 285 teachers to find out their perception of the perceived levels of transformational leadership by using descriptive statistics to compare the means of the different dimensions of transformational leadership. The findings of the study indicated that principals exhibited high levels of transformational leadership with a mean score of 3.75 on a scale of 0 to 5. Using inferential statistics of Pearson Product Correlation Analysis to find the relationship between factors of transformational leadership and the use of practices that fostered a strong learning environment, findings showed that each aspect of transformational leadership had a moderately strong positive correlation with the use of these practices at a significant level of 0.05.

Ross and Gray (2006), using a sample of 218 elementary school teachers, examined the effects of collective teacher efficacy upon the constructs of teacher commitment, as well as the effects of traditional leadership upon teacher commitment through collective teacher efficacy. The study found that transformational leadership had direct effects on teacher commitment. Another study by Dankwa (2013) found that principals in colleges of education demonstrated the transformational leadership traits. But, of all the four leadership attributes, idealized influence was the least practiced by principals with a mean of 3.11; inspirational motivation had a mean of 3.53; intellectual stimulation had the highest mean of 3.78, and individual consideration had a mean of 3.47. Similarly, in a recent study by Noraazian and Khalip (2016) on impact of transformational leadership on teacher commitment in Malaysian public schools, it was found that the four transformational leadership factors had significant relationship with teachers' commitment.

A related study conducted by Raman et al. (2015), on the relationship between principals' transformational leadership style and secondary school teachers' commitment using a sample of 235 showed a positive significant relationship between principals' transformational leadership and teachers' commitment in secondary schools in the Southern Zone of Sungai Petan District. The findings indicated that high principals' transformational leadership practice resulted in high teachers' commitment. The four dimensions of principals' transformational leadership showed averagely strong relationships with teachers' commitment in the schools studied. A similar study by Joo, Yoon and Jeung (2012) on the impact of supervisors' transformational leadership on workers commitment showed a positive significant relationship between supervisors' transformational leadership and workers' commitment.

A study by Su-Than (2011) noted that transformational leadership style was most appropriate in an academic institution. Oredian (2006) in a study found that transformational leadership and school climate had significant effect on the institutional commitment of teachers. The findings suggested that the quality of work and learning in the secondary school system depended to a large extent on principals' capabilities, leadership styles and organizational climate. Furthermore, the study showed that transformational leadership had more effect on institutional commitment of teachers to their school than school climate.

From the literature reviewed, it is evident that most of the studies on transformational leadership are from foreign countries and, few studies, to the knowledge of the researchers, in the study area have addressed the issue, hence the need to fill the gap. Besides, the current study will either validate or refute prior findings on transformational leadership and organizational commitment.

Transformational leadership and teachers' value re-orientation

Despite the fact that extensive literature exists on transformational leadership and other variables, no empirical research has examined transformational leadership and teachers' value re-orientation. However, studies have shown that the leadership style of a principal is important because it affects all aspects of school life. For instance, Sergiovanni (2001) observed that a principal's leadership style improves teachers' organizational behavior as well as increases their dedication. Similarly, Abu-Hussain and Essawi (2014) pointed out that transformational leadership is more potent than other leadership styles because it occurs when one or more teachers engage with others in such a way that administrators and teachers raise one another to higher levels of commitment, dedication and morality. Yukl (2010) stated that transformational leadership appeals to the moral values of followers in an attempt to raise their consciousness about ethical issues.

Teachers' value re-orientation is vital in the current situation of decadence in our societal values which transcends to educational institutions. Value re-orientation is the act of re-assessing and putting back something on course. Magayi (2014) observed that teachers' value re-orientation is an indication that the value expected of teachers is not really what it ought to be. In other words, the value system has been eroded. This is confirmed by Ekpoh (2007) that teachers of "yesterdays" were highly respected and disciplined members of the society. They were the reservoir of knowledge. Nothing important was done in their community or society without them being consulted, and their inputs were highly valuable. For the schooling process to nurture and entrench positive values in children, teachers should function as role models. This therefore underscores the need for them to acquire intellectual competence,

unquestionable moral standards, as well as, willingness to internalize values to be developed in children.

Statement of the problem

Of recent, teachers' commitment and value orientation have been of concern to stakeholders in the education sector. Some teachers exhibit behaviours that are not in consonance with teaching ethics and values. They show nonchalant attitudes to work, lack discipline, come late to school, are involved in examination malpractice and, some even engage in other businesses that distract their attention from teaching. Some of them are enrolled for full time postgraduate programmes without study leave. All these divert their attention from the major responsibility of teaching. Yet they are expected to train global citizens who will come out and compete with students from other countries of the world. This situation calls for appropriate leadership practices to combat the emerging issues and challenges. Most school principals, who have the responsibilities of managing teachers do not have the leadership competence and ability to do so. Hence, some teachers continue in their unproductive attitudes. Tremendous expectations have been placed on the abilities of principals to handle these problems in the school system. In these circumstances therefore, strong leadership becomes imperative. The failure of some principals to adequately manage teachers for productive scholarship delivery, justifies the need for the present study. This study is therefore carried out to examine the extent to which principals' transformational leadership predicts the commitment and value re-orientation of secondary school teachers.

Purpose of the study

The study seeks to determine the extent to which:

- i. Principals exhibit transformational leadership in secondary schools.
- ii. Principals' transformational leadership practices predict teachers' organizational commitment and value re-orientation among secondary school teachers.

Research question

- i. To what extent do principals practice transformational leadership in secondary schools?

Hypotheses

- i. Principals' transformational leadership practices do not significantly predict organizational commitment of secondary school teachers.
- ii. Principals' transformational leadership practices do not significantly predict teachers' value re-orientation.

METHODOLOGY

The study adopted the survey design. The study area was the whole of Akwa Ibom State, Nigeria. There are 242 public secondary schools with a population of 5,339 teachers in the state. The stratified random sampling technique was utilized to draw a sample of 799

respondents from 20 schools in the study area. This sampling method allowed the researchers to involve a large proportion of all the population in the study.

A research instrument titled “Principals’ Transformational Leadership Practices, Organizational Commitment and Value Re-orientation Questionnaire (PTLPOCVRQ)” was developed and administered on the participants. The instrument comprised three sections: Section A of the instrument measured the four dimensions of transformational leadership practices of idealized influence, inspirational motivation, individualized consideration and intellectual stimulation. Each of the dimensions of transformational leadership practices had six items which required responses from the participants using a 4-point rating scale of sometimes, rarely, fairly often and frequently. Section B and C measured organizational commitment and value re-orientation respectively. Organizational commitment had 18 items while value re-orientation had six items and participants were required to respond using a 4-point rating scale of strongly agree, agree, disagree and strongly disagree.

The instrument was validated by three lecturers in the Department of Educational Administration and Planning, University of Calabar. To establish the reliability of the instrument, the researchers administered it on 50 teachers who were not involved in the study. Using Cronbach Alpha method, the reliability index was 0.88 which was regarded as high enough to justify the use of the instrument for data collection.

The instrument was administered by the researchers to the respondents in their various schools after due permission from their principals. Data gathered were coded and analyzed using means, standard deviations and multiple regression analysis.

Data analysis and results

Research question

To what extent do principals practice transformational leadership in the study area?

The results of data analysis using descriptive statistics are presented in Table 1

TABLE 1: Mean ranking of the responses on the extent of transformational leadership practices by the principals in the study area (N = 799)

Transformational leadership variables	Mean	Std. Deviation	Rank
Inspirational motivation	18.54	2.50	1st
Intellectual stimulation	17.97	2.30	2nd
Individualized consideration	17.75	2.13	3rd
Idealized influence	17.70	2.20	4th
Valid N (listwise)			
Cut off Mean = 15.00			

Table 1 shows that all the mean values obtained are greater than the cut off mean value of 15.00. This indicates high extent of transformational leadership practices by the principals in the study area. The practice of inspirational motivation ranked first, with a mean value of

18.54; intellectual stimulation ranked second, with a mean value of 17.97; individualized consideration ranked third with a mean value of 17.75, while the practices of idealized influence ranked fourth, with a mean value of 17.70.

Hypothesis one

Principals' transformational leadership practices do not significantly predict organizational commitment of teachers.

The sub-variables of transformational leadership attributes used in this study were inspirational motivation, intellectual stimulation, individualized consideration and idealized influence. The dependent variable was teachers' commitment. The Multiple Regression Analysis was used to find out the combined relative contributions of the four dimensions of transformational leadership attributes to the prediction of organizational commitment of secondary school teachers. The results are presented in Tables 2 and 3.

TABLE 2: Multiple Regression analysis of transformational leadership attributes as predictors of organizational commitment of teachers (N = 799)

R	R Square	Adjusted R Square	Std. Error of the Estimate		
.606 ^a	.367	.363	1.638		
Source of variance	SS	Df	MS	F	Sig.
Regression	1232.947	4	308.237	114.914*	.000 ^b
Residual	2129.757	794	2.682		
Total	3362.703	798			

* $p < .05$; df 4&794; critical F = 2.38

Table 2 indicates that the calculated F-ratio is 114.914 with a significant value of .000 ($p < .05$). The critical F-ratio obtained at .05 level of significance and degrees of freedom 4 and 794 is 2.38. The calculated F-ratio is greater than the critical F-ratio and the obtained significance value is less than .05 level used in the study. This result indicates that there is a significant joint prediction of four aspects of transformational leadership attributes on organizational commitment of teachers. However, the null hypothesis is rejected. This means that inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence of a leader, when put together, have combined effects in predicting organizational commitment of teachers. The multiple correlation coefficient (R) between the four independent variables and the dependent variable is .606. This shows significant and high strength of association between the variables. The coefficient of determination R^2 which indicated the power of the independent variables in predicting the dependent variable is .367. This shows that 37 percent of the variance in organizational commitment of teachers is jointly accounted for by the four aspects of transformational leadership attributes.

TABLE 3: Regression coefficients of transformational leadership attributes as predictors of organizational commitment of teachers

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	5.590	.571		9.789	.000
Inspirational motivation	.229	.030	.278	7.592*	.000
Intellectual stimulation	.129	.035	.145	3.701*	.000
Individualized consideration	.191	.037	.199	5.189*	.000
Idealized influence	.115	.036	.123	3.212*	.001

a. Dependent Variable: Organizational commitment of teachers

*p<.05

Table 3 shows the regression coefficients of transformational leadership attributes as predictors of organizational commitment of teachers. This shows the level at which individual variable or predictor contributed to the variance in the dependent variable. It indicates that at .05 level of significance, the four predictor variables; inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence are each found to have made significant contribution to the prediction of the dependent variable. The standardized coefficients show the degree of their contribution as follows: inspirational motivation, $\beta = .278$, indicating about 28 percent contribution in the variation of teachers commitment in the organization; intellectual stimulation, $\beta = .145$, indicating about 15 percent contribution; individualized consideration, $\beta = .199$, indicating about 20 percent contribution; idealized influence, $\beta = .123$, indicating about 12 percent contribution. The higher the absolute value of Beta, the more contribution made by the variable in predicting organizational commitment of teachers.

Hypothesis two

Principals' transformational leadership practices do not significantly predict teachers' value re-orientation.

To test this hypothesis, multiple regression analysis was utilized. Findings are presented in Tables 4 and 5.

TABLE 4: Multiple Regression analysis of transformational leadership attributes as predictors of teachers' value re-orientation (N = 799)

R	R Square	Adjusted R Square	Std. Error of the Estimate
.603 ^a	.364	.361	1.504

Source of variance	SS	df	MS	F	Sig.
Regression	1027.693	4	256.923	113.598*	.000 ^b
Residual	1795.777	794	2.262		
Total	2823.469	798			

*p<.05; df4&794; critical F = 2.38

Table 4 indicates that the calculated F-ratio is 113.598 with significant value of .000 (p<.05). The critical F-ratio obtained at .05 level of significance and degrees of freedom 4 and 794 is 2.38. The calculated F-ratio is greater than the critical F-ratio, and the obtained significance value is less than .05 level used in the study. This result indicates that there is a significant joint prediction of four aspects of transformational leadership attributes on teachers' value re-orientation. However, the null hypothesis is rejected. This means that inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence of the leader, when put together have combined effects in predicting teachers' value re-orientation. The multiple correlation coefficient (R) between the four independent variables and the dependent variable is .603. This shows significant and high strength of association between the variables. The coefficient of determination R² which indicates the power of the independent variables in predicting the dependent variable is .364. This shows that 36 percent of the variance in teachers' value re-orientation is jointly accounted for by the four aspects of transformational leadership attributes.

TABLE 5: Regression coefficients of transformational leadership attributes as predictors of teachers' value re-orientation

	Unstandardized Coefficients	Std. Error	Standardized Coefficients	T	Sig.
	B		Beta		
(Constant)	7.219	.524		13.768	.000
Inspirational motivation	.271	.028	.360	9.802*	.000
Intellectual stimulation	.118	.032	.144	3.674*	.000
Individualized consideration	.101	.034	.114	2.984*	.003
Idealized influence	.094	.033	.110	2.870*	.004

a. Dependent Variable: Teachers' value re-orientation

*p<.05

Table 5 shows the regression coefficients of transformational leadership attributes as predictors of teachers' value re-orientation. It depicts the level at which individual variable or predictor contributed to the variance in the dependent variable. It indicates that at .05 level of significance, the four predictor variables; inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence are each found to have made significant contribution to the prediction of the dependent variable. The standardized coefficients shows the degree of their contribution as follows: inspirational motivation, $\beta = .360$, indicating about 36 percent contribution in the variation of teachers value re-orientation; intellectual stimulation, $\beta = .144$, indicating about 14 percent contribution; individualized consideration, $\beta = .114$, indicating about 11 percent contribution; idealized influence, $\beta = .110$, indicating about 11 percent contribution. The higher the absolute value of Beta, the more contribution made by the variable in predicting teachers' value re-orientation.

Discussion of findings

The findings of research question one indicate high extent of transformational leadership practices by secondary school principals in the four dimensions with inspirational motivation ranking highest with a mean score of 18.54, while idealized influenced ranked least with a mean score of 17.70. These findings replicate evidence reported by Hamzah, Yakop, Nordin and Radhman (2011) that principals in their schools exhibited high levels of transformational leadership with a mean score of 5.75 on a scale of 0-5 using inferential statistics. The outcome of the study is equally in agreement with the research by Noraazian and Khalip (2016) that the level of transformational leadership was high, where inspirational motivation had the highest level of all the four dimensions of transformational leadership attributes. This finding is also in line with previous research by Dankwa (2013), who found that principals in colleges of education demonstrated the transformational leadership trait with idealized influence being the least practiced by principals while intellectual stimulation was frequently employed by them.

The findings of hypothesis one indicate that there was a significant joint prediction of the four aspects of transformational leadership attributes (inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence) on organizational commitment of teachers. The finding of this study is in consonance with the research of Noraazian and Khalip (2016) who found that transformational leadership influenced teachers' commitment significantly with all four transformational leaders' factors having significant relationships with teachers' commitment. This finding is also in consonance with Raman et al (2015) whose finding indicated a positive significant relationship with teachers' commitment in secondary schools, meaning that high principals' transformational leadership practice will result in high teachers' commitment. Similarly, the findings of Hamzah et al (2011) indicated that principals exhibited high levels of transformational leadership practices. Also, the finding is in line with Tahir et al (2014) who observed that transformational leadership practices of delegating tasks and showing visions and values were among the major determinants for enhancing commitment of teachers.

A plausible explanation for the outcome of the present study is that in every organization, leadership is a critical antecedent in organizational commitment. A transformational leader who motivates the subordinates to focus on common goals, vision and culture will certainly elicit a strong commitment of organizational members. As observed by Raman et al (2015), an effective leadership will result in high level of teachers' commitment. His study further

showed that high principals' transformational leadership translated into high teachers' commitment.

The results in hypothesis two indicate that principals' transformational leadership practices had significant contribution to the prediction of teachers' value re-orientation. The findings show that teachers' re-orientation in secondary schools depends on the leadership styles of the school principal. A possible explanation for the outcome of this study is that, in transformation leadership, the leader models the way by setting personal example for the followers. Thus, it is expected that school leaders should be able to clarify values and set examples in their individual actions. As observed by Kouzes and Posner (2007), leadership could bring forth the best from others by action and practice in daily living. Similarly, Abu-Hussain and Essawi (2014) noted that a principal's set values can influence schools' objectives, the processes that take place within the school and the directions in which it operates. School leadership affects all aspects of school, including teachers' value orientation. Hence, principals' transformational leadership practices can impact on and influence the behaviour of school personnel.

Implications of research findings for school leadership

The current research findings have great implications for leadership and administration of secondary schools in Akwa Ibom State in particular and Nigeria in general. As indicated in the findings of this study, principals who practice the four dimensions of transformational leadership style viz: idealized influence, individualized consideration, intellectual consideration and inspirational motivation have the potential of engendering organizational commitment of teachers as well as their reorientation in order to enhance school effectiveness. Effective application of transformational leadership by principals will result in high teachers' commitment with appropriate values. This will definitely translate to continuous school improvement and success especially in this age of global competitiveness. Secondary school principals can utilize the knowledge gained from the findings of this study as guidelines in leadership practices so as to be effective leaders, which would increase the commitment of their teachers towards the attainment of school goals.

The findings of this study would also help principals to understand how transformational leadership practices can affect organizational commitment and value reorientation among secondary school teachers. Besides, this research will further boost literature on the subject matter in the study area, as there is scarcity of literature especially in the Nigerian context. Finally, no research study has been conducted using two dependent variables of organizational commitment and value reorientation with principals' transformational leadership practices as independent variable.

CONCLUSION

The present study concludes that principals' transformational leadership practices have significant effect on organizational commitment and value-re-orientation among secondary school teachers. This study shows that the four dimensions of transformational leadership are highly practiced among school principals in Akwa Ibom State, Nigeria.

Recommendations

1. Training programmes should be organized by government to empower principals with transformation leadership skills in order to develop their capacity to enhance staff commitment to school goals.
2. Idealized influence which was the least practiced of the four dimensions of transformational leadership should be continuously improved so that schools can be sustained as learning organizations.
3. Managers of secondary education should encourage principals to adopt transformational leadership since this has been found to affect organizational commitment and value re-orientation of teachers.

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