

Principals' Transformational Leadership Practices and Goal Achievement of Secondary Schools in Oye L.G.A, Ekiti State: Implication for Counseling

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ABSTRACT

The study examined the extent principals use transformational leadership practices for goal achievement in secondary schools in Oye L.G.A., Ekiti State, Nigeria. Four research questions and one hypothesis guided the study. The study adopted the descriptive survey research design. The population of the study comprised 912 teachers and principals of the 16 secondary schools in Oye Local Government Area, Ekiti State. The sample size of the study was 240 respondents. An instrument with 24 items was used for data collection. The instrument was a self-structured questionnaire titled "Principals' use of Transformational Leadership Practices for Goal Achievement Questionnaire (PTLPGAQ)". The instrument was validated by three experts. Data collected were analyzed using mean and standard deviation to answer the research questions, while the hypothesis was tested using the t-test statistics at 0.05 level of significance. The major findings of the study were that principals use transformational leadership practices such as intellectual stimulation, idealized influence, inspirational motivation and individualized consideration for goal achievement to a high extent in secondary schools in Oye L.G.A., Ekiti State. The study also established that there is no significant difference between the mean scores of principals and teachers as regard the extent to which principals' transformational leadership practices enhance goal achievement in secondary school in Oye L.G.A, Ekiti state. Based on the findings, the study recommended among others that post primary school service Commission should organize professional training programmes that lay emphasis on the various aspect of transformational leadership for principals to up-date their skills and knowledge in applying it.

KEYWORDS: Transformational Leadership, Goal Achievement, Secondary Schools

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I. INTRODUCTION

The concept of developing educated citizens requires a major shift in our classrooms and schools given that the requirements are now much more sophisticated. In addition to an updated curriculum, there is a need to move away from a cookie cutter approach to instruction. There can no longer be one-size-fits-all approach to teaching. Vanderheide (2017) posited that in order to develop competencies such as critical thinking and problem solving, collaboration and leadership, communication and digital literacy, personal and social responsibility, creativity and innovation, and global and cultural understanding. The above assignments are heavily on the school principals. This is because principals play a vital role in setting the direction for successful schools. With the emphasis on preparing highly qualified school leaders for the 21st century through innovative and appropriate leadership behaviours.

Leadership and its practices has been identified as one of the numerous factors that can enhance or impede the goal achievement of an organization, this is to say that the importance of leadership in achieving optimum organizational performance cannot be overestimated. Leadership exceeds a mere social exchange between leader and followers. According to Ogbeidi (2012), leadership is defined as a body of people who lead and direct the activities of a group towards shared goal. It refers to the ability to lead, direct and organize a group. Leadership can be said to be a function ingrained in management. It is a characteristic of management that is not exhibited by all managers. Olowookere and Elegbeleye (2012) defined leadership as one of the roles of a manager which is not necessarily carried out by all managers on a daily basis. The extent to which a manager can influence group members to behave in desired manner and express commitment to group goals is a reflection of his leadership characteristics.

Transformational leadership on the other hand is the leadership practice that is characterized by vision, creativity, and positive changes in the environment. It promotes high performance, motivation and morale

among followers. It is act as role models to their followers; this serves as an inspiration and engenders their commitment to the group goals. According to Thompson and Akudo (2020), transformational leadership in the academic system is shown by the school principals by making sincere efforts to motivate the staff and students while getting them streamlined and focused on the goals, mission and vision of the school. It is based on the exchange process where the leader administers rewards for desired behavior and sanctions/punishment for undesired behaviours. These rewards could be in form of increase in salary, promotion and more benefits while the sanctions/punishment ranges from pay cuts, demotions and terminations. Resultantly, transformational leadership practice is believed to enhance staffs' motivational level, which leads to organizational goal achievements. From the forging definitions, a transformational leader possesses certain qualities like raising follower's consciousness levels about the importance and the goals achievement of organizational.

The term goal achievement is often used indiscriminately to describe everything from efficiency, effectiveness to improvement. In other word, goals achievement has to do with those behaviours or actions which are regarded relevant to those goals of the said organization in question. Abasilim (2014) argued that achievement itself cannot be said to be the outcome itself, consequences or the result of behaviors or action but rather performance can be said to be the action itself. The author further stated that achievement tends to be multidimensional, a situation whereby for any specific-type of job, there tends to be a number of substantive performance component is defined as an organization's ability to attain its goals by using resources in an efficient and effective manner. Consequently, it is an evidence of the output of members of an organization measured in terms of revenue, profit, growth, development and expansion of the organization. In the same vein, goal achievement refers to the ability of an enterprise to achieve such objectives as high profit, quality product, large market share, good financial results, and survival at pre-determined time using relevant strategy for action (Modibbo, 2017). It can therefore be put forward that goal achievement of any given organization such as secondary schools can be influenced by the leadership practice of the principals as the leader of the school.

Using these influences, a transformational leader will be able to motivate followers to act on their own behalf and for the needs of others. In transformational leadership, the leader empathizes with the developmental needs of his/her followers. The goal of transformational leadership is to "transform" people and organizations in a literal sense to change them in mind and heart: enlarge vision, insight, and understanding; clarify purposes; make behavior congruent with beliefs, principles, or values; and bring about changes that are permanent, self-perpetuating, and momentum building (Ugwu, 2013). Transformational leaders also seek new ways of working, seek opportunities in the face of risk, prefer effective to efficient answers and are less likely to support the status quo.

Transformational leadership is comprised of four factors which are: idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. These are commonly known as the four (4) I's of transformational leadership. Idealized influence enables a leader to instill pride, faith, and respect in followers causing the followers to identify and emulate their leaders. They display conviction, emphasize trust, take stands on difficult issues, present their most important values and the importance of purpose, commitment, and the ethical consequences of decision. Inspirational motivation represents behaviour that provides symbols and simplified emotional appeals, thus raising expectations and optimism amongst followers. That is, they articulate an appealing vision of the future, challenge followers with high standards, talks optimistically and enthusiasm and provide encouragement and meaning for what needs to be done.

Intellectual stimulation arouses followers on new ways of problem solving through proactive thinking. Thompson and Akudo (2020) posited that transformational leaders encourage their followers to be innovative and creative. They encourage new ideas from their followers and never criticize them publicly for the mistakes committed by them. The leaders focus on the "what" in problems and do not focus on blaming part of it. They have no hesitation in discarding an old practice set by them if it is found ineffective. Individualized consideration is the degree to which the leader attends to each follower's needs, acts as a mentor or coach to the follower, and listens to the follower's concerns and needs. That is the leader act as mentors to their follower and rewards them for creativity and innovation. The followers are treated differently according to their talents and knowledge. They are empowered to make decisions and are always provided with the needed support to implement their decisions.

Transformational Leadership practice has been a dominant construct in leadership research today and in fact has lead to a paradigm shift in leadership thinking. However, very little has been done on the principals' transformational leadership practice and goal achievement in the secondary schools in Oye L.G.A, Ekiti state. It seems that some principals use force, threat and authority to get teachers to perform their duties without consideration of their skills and ideas. Some exhibit a nonchalant attitude concerning school matter which is their sole responsibilities. This behaviours contradicts the tenets of transformation leadership practices that create opportunity for change and innovation in the school system through staff creativity, challenging and stimulation of the work environment. These worrisome situations adversely affect the achievement school stated

goals and objectives. This therefore calls for immediate attention of the leadership practice exhibited by secondary school principals in the area.

Statement of the Problem

In the recent time, the attitude and behaviours of principals, teachers and other school staff as regards the goal achievement of the school have been of concern to stakeholders in the education sector. Some principals and teachers exhibit behaviours that are not in consonance with teaching and learning ethics and values. Often they show nonchalant attitudes to work, lack discipline, come late to school, involved in examination malpractice and some goes to farm that distract their attention from their primary roles. This situation calls for appropriate leadership practices to combat the emerging issues and challenges. Most school principals, who have the responsibilities of managing teachers and staffs, 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. The failure of some principals to adequately coordinate teachers and other school staff for productivity hampers the goal achievement of the school. In the light of the above, there is need to critically examine the extent of principals' use of transformational leadership practices for goal achievement in secondary schools in Oye L.G.A, Ekiti state.

Objective of the Study

This study examined the extent of principals' use of transformational leadership practices for goal achievement in secondary schools in Oye L.G.A, Ekiti state. Specifically, this study sought to;

1. determine the extent of principals' use of intellectual stimulation practices for goal achievement in secondary schools in Oye L.G.A, Ekiti state.
2. find out the extent of principals' use of idealized influence practices for goal achievement in secondary schools.
3. ascertain the extent of principals' use of inspirational motivation practices for goal achievement in secondary schools
4. examine the extent of principals' use of individualized consideration practices for goal achievement in secondary schools.

Research Questions

1. What is the extent of principals' use of intellectual stimulation practices for goal achievement in secondary schools in Oye L.G.A, Ekiti state?
2. What is the extent of principals' use of idealized influence practices for goal achievement in secondary schools?
3. What is the extent of principals' use of inspirational motivation practices for goal achievement in secondary schools?
4. What is the extent of principals' use of individualized consideration practices for goal achievement in secondary schools?

Hypotheses

There is no significant difference in the mean scores of principals and teachers on the extent to which principals' transformational leadership practices enhance goal achievement in secondary school in Oye L.G.A, Ekiti State.

II. METHODOLOGY

The study adopted the descriptive survey research design. The population of the study comprised 912 teachers and principals of the 16 public secondary schools in Oye Local Government of Ekiti State. A total of one principal and fifteen teachers were selected from 15 secondary schools in the area. This made the total sample to be 240 (two hundred and forty respondents). The selected respondents were picked through the use of simple random sampling technique. A single research instrument attended to by both principals and teachers was used for data collection. The instrument was a self-structured questionnaire titled "Principals' use of Transformational Leadership Practices for Goal Achievement Questionnaire (PTLPGAQ)". The questionnaire was arranged in four clusters. Cluster 1 sought information on the principals' use of intellectual stimulation practices for goal achievement with 5 items, Cluster 2 revealed the principals' use of idealized influence practices for goal achievement with 5 items, Cluster 3 was on principals' use of inspirational motivation practices for goal achievement with 5 items while Cluster 4 was framed to ascertain the principals' use of individualized consideration practices for goal achievement with 5 items. The instrument was structured on a 4-point rating scale of Very High Extent (VHE), High Extent (HE), Low Extent (LE) and Very Low Extent (VLE) weighted 4, 3, 2 and 1 respectively.

The instrument was subjected to face and content validation by three experts. These experts, after scrutinizing the instrument, made very important observations and corrections. Their corrections were used to modify and restructure the instrument. The modified version was then used for data collection. The questionnaires were personally administered by the researchers on the respondents and this enhanced good and prompt response from the respondents. Data collected were analyzed using Mean and Standard Deviation was used to answer the research questions. The decision was based on the following basis: 3.50-4.00 Very High Extent (VHE), 2.50-3.49 high extent (HE), 1.50-2.49 low extent (LE) and 1.00-1.49 very low extent (VLE).

III. RESULTS

Research Question 1: What is the extent of principals' use of intellectual stimulation practices for goal achievement in secondary schools in Oye L.G.A, Ekiti state?

Table 1: Mean and Standard Deviation of Responses of Principals and Teachers on the extent of Principals' Use of Intellectual Stimulation Practices for Goal Achievement in Secondary Schools

S/N	Item Description	Principals			Teachers			Grand			Decision
		N	X	SD.	N	X	SD.	N	X	SD.	
1.	Principal take into account different perspectives during solving a problem	15	2.67	0.71	225	2.50	0.51	240	2.58	0.61	HE
2.	Principal encourage staff to be innovative in the delivery of assigned tasks	15	3.20	0.37	225	2.91	0.28	240	3.05	0.32	HE
3.	Principal create strong sense of purpose among teachers	15	3.59	0.48	225	2.58	0.82	240	3.08	0.65	HE
4.	Principal express confidence in teachers' abilities	15	3.16	0.78	225	3.10	0.56	240	3.13	0.67	HE
5.	Principal accepting constructive criticism from staff	15	3.50	0.68	225	3.01	0.08	240	3.25	0.38	HE
6.	Principal provide constructive criticisms for teachers when the needs arises	15	3.66	0.50	225	2.52	0.80	240	3.09	0.65	HE
Cluster Mean								3.03	0.47	HE	

Key: x = mean, S.D = Standard Deviation, N = Number of respondents

The analysis of data as presented in Table 1 revealed the mean responses of the principals and teachers on the extent of principals' use of intellectual stimulation practices for goal achievement in secondary schools in Oye L.G.A, Ekiti state with their corresponding standard deviations. The data analysis as presented in Table 1 revealed that the respondents agreed with all the items 1 to 6 with grand mean scores of 2.58, 3.05, 3.08, 3.13, 3.25 and 3.09 respectively. As it can be seen from table 1, all the items meet the criterion mean between 2.50 and 3.49, with a cluster mean of 3.03 indicating high extent. This implies that principals' use of intellectual stimulation practices enhance goal achievement in secondary schools in Oye L.G.A, Ekiti state to a high extent.

Research Question 2: What is the extent of principals' use of idealized influence practices for goal achievement in secondary schools?

Table 2: Mean and Standard Deviation of Responses of Principals and Teachers on the extent of Principals' Use of Idealized Influence Practices for Goal Achievement in Secondary Schools

S/N	Item Description	Principals			Teachers			Grand			Decision
		N	X	SD.	N	X	SD.	N	X	SD.	
1.	Principal shows a high level competence in handling administrative tasks	15	3.12	0.62	225	2.62	0.61	240	2.87	0.61	HE

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2.	Principal sacrifice personal interest for school organizational interest	15	3.01	0.37	225	2.51	0.40	240	2.76	0.38	HE
3.	Principal exhibit high level of trust to staff	15	3.90	0.66	225	2.70	0.70	240	3.30	0.68	HE
4.	Principal exhibit honesty in handling the school affairs	15	3.75	0.38	225	2.61	0.76	240	3.18	0.57	HE
5.	Principal operate transparent and open door policies in school	15	3.41	0.61	225	3.01	0.48	240	3.21	0.54	HE
6.	Principal serve as a role model to teachers	15	3.56	0.50	225	2.78	0.50	240	3.17	0.50	HE
Cluster Mean									3.08	0.54	HE

Key: *x* = mean, *S.D* = Standard Deviation, *N* = Number of respondents

Table 2 presents mean responses of principals and teachers on the extent of principals' use of idealized influence practices for goal achievement in secondary schools. Table 2 revealed that the respondents agreed with all the items 1 to 6 with grand mean scores of 2.87, 2.76, 3.30, 3.18, 3.21 and 3.17 respectively. These grand mean scores of principals and teachers for items 1 to 6 are within the decision rule of 2.50-3.49 which indicated high extent. Since the respondents agreed with all the items with the cluster mean of 3.08 and standard deviation of 0.54 respectively. It indicated that principals' use of idealized influence practices enhance goal achievement in secondary schools in in Oye L.G.A, Ekiti state to a high extent.

Research Question 3: What is the extent of principals' use of inspirational motivation practices for goal achievement in secondary schools?

Table 3: Mean and Standard Deviation of Responses of Principals and Teachers on the extent of Principals' Use of Inspirational Motivation Practices for Goal Achievement in Secondary Schools

S/N	Item Description	Principals			Teachers			Grand			Decision
		N	X	SD.	N	X	SD.	N	X	SD.	
1.	Principal establish good relations with staff	15	3.62	0.62	225	3.22	0.61	240	3.42	0.61	HE
2.	Principal encourage team work in school	15	3.16	0.37	225	3.10	0.40	240	3.13	0.39	HE
3.	Principal communicate the school visions to staff	15	3.90	0.66	225	3.50	0.70	240	3.70	0.68	VHE
4.	Principal applaud dedicated teachers during staff meeting	15	3.08	0.44	225	2.93	0.45	240	3.01	0.45	HE
5.	Recommend exceptional teachers for promotion when due	15	2.56	0.68	225	2.67	0.58	240	2.62	0.63	HE
6.	Principal show genuine care for teachers' welfare	15	3.56	0.50	225	2.98	0.70	240	3.27	0.60	HE
Cluster Mean									3.19	0.56	HE

Key: *x* = mean, *S.D* = Standard Deviation, *N* = Number of respondents

The analysis of data as presented in Table 3 revealed the mean responses of the principals and teachers on the extent of principals' use of inspirational motivation practices for goal achievement in secondary schools in Oye L.G.A, Ekiti state with their corresponding standard deviations. The data analysis revealed that the respondents agreed with all the items 1, 2, 3, 4, 5 and 6 with grand mean scores of 3.42, 3.13, 3.01, 2.62, 3.27 and 3.70 respectively. It can be seen from table 3 that items 1, 2, 4, 5 and 6 meet the criterion mean between 2.50 and 3.49, which indicates high extent, while items 3 has grand mean of 3.70 which indicates very high extent. However, the cluster mean of 3.19 indicates high extent. This implies that principals' use of inspirational motivation practices enhance goal achievement in secondary schools in Oye L.G.A, Ekiti state to a high extent.

Research Question 4: What is the extent of principals' use of individualized consideration practices for goal achievement in secondary schools?

Table 4: Mean and Standard Deviation of Responses of Principals and Teachers on the extent of Principals' Use of Individualized Consideration Practices for Goal Achievement in Secondary Schools

S/N	Item Description	Principals			Teachers			Grand			Decision
		N	X	SD.	N	X	SD.	N	X	SD.	
1.	Principal provides opportunities to grow professionally based on their individual needs	15	2.62	0.72	225	2.99	0.61	240	2.80	0.70	HE
2.	Principal offer professional supports to staff based on their needs	15	3.40	0.49	225	2.50	0.40	240	2.95	0.44	HE
3.	Principal delegate duties to teachers based on their skills and knowledge	15	3.56	0.69	225	3.50	0.38	240	3.53	0.53	VHE
4.	Principal align school programmes to suit staff and school needs	15	3.34	0.29	225	3.62	0.51	240	3.48	0.40	HE
5.	Principal set target for teachers and other staff based their skills	15	2.81	0.50	225	2.50	0.40	240	2.65	0.45	HE
6.	Principal empathizes with the individual needs of staff	15	2.61	0.80	225	2.92	0.64	240	2.76	0.72	HE
Cluster Mean								3.02	0.54	HE	

Key: x = mean, S.D = Standard Deviation, N = Number of respondents

The analysis of data as presented in Table 4 revealed the mean responses of the principals and teachers on the extent of principals' use of individualized consideration practices for goal achievement in secondary schools in Oye L.G.A, Ekiti state with their corresponding standard deviations. The data analysis revealed that the respondents agreed with all the items 1, 2, 3, 4, 5 and 6 with grand mean scores of 2.80, 2.95, 3.53, 3.48, 2.65 and 2.76 respectively. It can be seen from table 4 that items 1, 2, 4, 5 and 6 meet the criterion mean between 2.50 and 3.49, which indicates high extent, while items 3 has grand mean of 3.53 which indicates very high extent. However, the cluster mean of 3.02 indicates high extent. This implies that principals' use of individualized consideration practices enhance goal achievement in secondary schools in Oye L.G.A, Ekiti state to a high extent.

Hypothesis

There is no significant difference in the mean scores of principals and teachers on the extent to which principals' transformational leadership practices enhance goal achievement in secondary school in Oye L.G.A, Ekiti state.

Table 5: T-test Analysis of the responses of Principals and Teachers on the extent Principals' Transformational Leadership Practices and Goal Achievement

Status	N	Mean	SD	SEM	df	t-cal	t-tab	Sig.	Remarks
Principals	15	2.27	0.76	0.94	198	1.59	1.96	0.05	Accepted
Teachers	225	2.71	0.69	0.75					

P < 0.05

SD = Standard Deviation, SEM – Standard Error Mean, df- degree of Freedom, Sig.- level of significance.

It can be seen from Table 5 that the calculated t-value of 1.59 at 198 degree of freedom at 0.05 level of significance is less than the table value of 1.96. Since the t-calculated value of 1.59 is less than the t-tab value of 1.96, the null hypothesis is accepted. This therefore implies that there is no significant difference between the mean scores of principals and teachers as regard the extent to which principals' transformational leadership practices enhance goal achievement in secondary school in Oye L.G.A, Ekiti state.

IV. DISCUSSION OF FINDINGS

The Extent of Principals' Use of Intellectual Stimulation Practices for Goal Achievement

The finding of this study shows that principals use of intellectual stimulation practices for goal achievement in secondary schools in Oye L.G.A, Ekiti state to a high extent. This finding is in agreement with the finding of Modibbo (2017) who found that principals' transformational leadership style stimulate the interest of teachers and students on the maintenance of facilities in the school and helps in dealing with school problems and offered lasting suggestion to school facilities upgrade in Kaduna State. However, the finding also disagree with the findings of Thompson and Akudo (2020) who reported in their study that principals' apply intellectual stimulation practices for administrative effectiveness in public secondary schools in Anambra State to a low extent. Nevertheless, the result of the hypothesis tested for the indicated that there is no significant difference between the mean scores of principals and teachers as regard the extent to which principals' transformational leadership practices enhance goal achievement in secondary school in Oye L.G.A, Ekiti state.

The Extent of Principals' Use of Idealized Influence Practices for Goal Achievement

The finding of this study shows that principals use of idealized influence practices for goal achievement in secondary schools in Oye L.G.A, Ekiti state to a high extent. This finding is in agreement with the finding of Thompson and Akudo (2020) who found that principals apply idealized influence practices for administrative effectiveness in public secondary schools in Anambra State to a high extent. This finding is also in line with the outcome of Dankwa (2013) study, who found that principals demonstrated the transformational leadership trait with idealized influence being the least practiced by principals which enhance the administration of the school. The result of the hypothesis tested for the indicated that there is no significant difference between the mean scores of principals and teachers as regard the extent to which principals' transformational leadership practices enhance goal achievement in secondary school in Oye L.G.A, Ekiti state.

The Extent of Principals' Use of Inspirational Motivation Practices for Goal Achievement

The finding of this study shows that principals use of inspirational motivation practices for goal achievement in secondary schools in Oye L.G.A, Ekiti state to a high extent. This finding is in agreement with the finding of Ekpoh and Asuquo (2018) who indicate that transformational leadership practices by secondary school principals with the dimensions of inspirational motivation predicts organizational commitment and value re-orientation of teachers in Akwa Ibom State secondary schools. The result of the study is equally agrees with the finding of Noraazian and Khalip (2016) who found that the level of transformational leadership was high, where inspirational motivation had the highest level of all the four dimensions of transformational leadership attributes in Malaysian public schools. The result of the hypothesis tested for the indicated that there is no significant difference between the mean scores of principals and teachers as regard the extent to which principals' transformational leadership practices enhance goal achievement in secondary school in Oye L.G.A, Ekiti state.

The Extent of Principals' Use of Individualized Consideration Practices for Goal Achievement

The finding of this study shows that principals use of individualized consideration practices for goal achievement in secondary schools in Oye L.G.A, Ekiti state to a high extent. This finding is in agreement with the findings of Roseline and Umemefu (2015) who found that principal transformational leadership behaviour through individualized consideration helps to develop the teachers' and students' self-efficacy which in turn enhanced student performance in external public exams in Senior Secondary Schools in Edo State. The finding also supported the finding of Usen (2016) who found that principals with transformational leadership of individualized consideration provide supports necessary for the advancement of guidance and counseling programme in the school. The author maintained further that this support could be financial, moral, psychological, social and physical support.

Implications of the Study for Counseling

The current research findings have great implications for counseling and administration of secondary schools in Ekiti State in particular and Nigeria in general. Every organization is established to attain set objectives through people. These set tasks and objectives cannot be effectively achieved if two or more people in the organization are not keen to interact, communicate and coordinate their activities. The levels of interaction and coordination are greatly influenced by the leader in the organization. The leader is the pillar and role model for the various activities that go on in the organization and he is posed with the responsibility of coordinating the efforts made by members while overseeing all the activities in the workplace with the sole aim of achieving pre-determined goals and stated objectives. 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 through counseling 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 in secondary schools in Oye L.G.A, Ekiti state. 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 through effective counseling practice. The study can therefore submit that effective counseling at the secondary school level could direct the school management, the individual personnel, the general public and students on possible strategies to yield to the effect of transformational leadership practices.

V. CONCLUSION

Base on the findings, it can be concluded that principals' use of transformational leadership practices through individualized consideration, inspirational motivation, intellectual stimulation and idealized influence enhance goal achievement in secondary schools in Oye L.G.A, Ekiti state to high extent. It was also established that there is no significant difference between the mean scores of principals and teachers as regard the extent to which principals' transformational leadership practices enhance goal achievement in secondary school in Oye L.G.A, Ekiti state.

VI. RECOMMENDATION

Based on the findings of this study, the study recommended that

1. Post Primary School Service Commission should organize training programmes that lays emphasis on the various aspect of transformational leadership for principals to up-date their skills and knowledge in applying it.
2. Government should ensure that school counselors are given the necessary support that will enable them to function effectively in working with the school heads for goal achievement.
3. The school counselors should encourage principals to adopt transformational leadership since this has been found to affect organizational commitment and value reorientation of teachers.

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