

**TRANSFORMATIONAL LEADERSHIP AND EMPLOYEES' CAREER DEVELOPMENT OF
PRIVATE SECONDARY SCHOOLS IN ABEOKUTA**

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Abstract

The increasing importance of employee career development to organizational success has been observed to have corresponded with the prevailing leadership style of the organization. Leaders in an organization can make or mar the success of the organization, this is because leaders influence every activity in the organization and they contribute to turnover and switchover of employees in an organization. As a result of this, the study examined the influence of transformational leadership style on employees' career development in selected private schools in Abeokuta. The study conceptualized transformational leaders as idealized influence, inspirational motivation, individualized consideration and intellectual stimulation. The paper employed cross-sectional survey design. The population of the study comprised 158 teachers of private secondary schools in Abeokuta. Purposive sampling technique was used to select the sample size. The sample size of 113 was determined by Taro Yamane's formula. The study used questionnaire to solicit information from the respondents. The study utilized Structural Equation Model to test the hypotheses. The result revealed that, all the dimensions of transformational leadership style had positive and significant relationship with employees' career development in private secondary schools in Abeokuta. The study therefore concluded that the management of private secondary schools in Abeokuta should embrace transformational leadership in order to enhance employees' career development.

Keywords: Transformational leadership, career development, private school teacher.

Introduction

With increasing challenges and rapid changes in organizational environment, organizational leaders were challenged to come up with ways and strategies of improving their performance in order to survive the wave of competition especially in service industry, like private school business. One of the surest ways of surviving the competitive environment is by hiring, maintaining and retaining competent staff. However, maintaining and retaining competent staff especially teachers in private school is by giving them opportunity for career advancement (Suleiman, 2015). Career development as one of the determinants of retaining competent staff as researchers and professionals means that, employees are determined to be more committed in an organization where they perceive opportunity to advance their career.

Career development is an antecedent of organization's management practices, prominent among which include leadership style of the organizations. The leader in an organization is seen as an important factor in the process of developing of the human resources within the organization. The implication of leadership does not only enhance the performance of the organization, but more importantly, reflects on the employee career

development as most employees see leaders as role models and persons who can boost their morale (Rawat, 2015). One of the main theoretical explanations for the link between organizational performance and human resource management is based on the interaction that exists between leaders and subordinates in an organization (Chia & Then, 2015).

Leadership influence can be seen in every aspect or activity of an organization, including training, career development, motivation, and performance evaluation. However, employees' career development has shown important influence as a means to help shape future leaders as well as retain competent employees in an organization (Ko, 2012). Researches indicated that, organizations that successfully consolidate career development in their practice have the opportunity of retaining their competent - employees and development of key employees can give the organization an opportunity of optimal performance and sustainable competitive edge (Sheehan, 2012; Syeda & Abide, 2014). Thus, a leader must focus on the needs of subordinates, both within and outside the organization to ensure that they are steadily moving forward towards accomplishing common goal.

Private secondary schools in Abeokuta have been experiencing a high teachers' turnover (i.e a discontinued working relationship between teachers and their employers) which is associated with poor leadership style that leads to improper human resource management practices, prominent among which includes; lack of opportunity for career development as reported in the study of Suleiman (2015) among other practices which have exacerbated the teachers' turnover and switch-over in private secondary schools. Such high labor turnover leads to frequent replacement of departing workers which have not only monetary costs but also affect the motivation and workplace morale of the employees who remain. This is because employees see leaders as inspirational figure that are responsible in coaching and promoting employee self-development. It is against this background that this study seeks to establish how transformational degree leadership styles in private schools could affect the teachers' perceived opportunity for career advancement.

Objectives of the study

The main objective of this study was to investigate the influence of transformational leadership on employees' career development of selected private secondary schools in Abeokuta. The specific objectives were to:

- i. investigate idealized influence on employees' career development of selected private secondary schools in Abeokuta.
- ii. examine the influence of inspirational motivation on employees' career development of selected private secondary schools in Abeokuta.
- iii. examine the influence of individualized consideration on employees' career development of selected private secondary schools in Abeokuta.
- iv. access the influence of intellectual stimulation on employees' career development of selected private secondary schools in Abeokuta

Literature Review

Researches and literatures about leadership in an organization are quite abundant with vast evidence that leadership style has an important bearing on positive employee work outcomes such as performance, job satisfaction, organizational commitment among others (Aunga & Masare, 2017; Ali, Ong, & Elsadiq, 2013). However, there are limited studies within the aspects of studies that examine the influence of leadership style on employees' career development, notable exception is the study conducted by (Ahmad, Mohamed & Abdulmanaf, 2017) on the relationship between transformational leadership characteristics and succession planning program. However, the study did not focus on employees' career development as dependent variable. Hence, this study intends to fill the gap by-analyzing the impact of transformational leadership styles on employees' career development of selected private secondary school in Abeokuta.

Transformational Leadership styles

Transformational leadership style concentrates on the development of their' subordinates as well as their needs/demands. Managers with transformational leadership style concentrate on the' growth and development of value system of employees, their inspirational level and moralities with the preamble of their abilities (Nanjundeswaras & Swamy, 2014). Bass and Avolio (2004) see transformational leadership as a process in which a leader tries to increase subordinates' awareness of what is right and important and to encourage them to perform beyond expectation. Transformational leadership style is generally conceptualized to have four demision which include: idealized Influence (II) this is the degree to which the leader behaves in admirable ways that cause subordinates to identify with the leader. Inspirational motivation (IM) is the degree to which the leader articulates a vision that is attracting and motivating to subordinates. Intellectual stimulation (IS) is the degree to which the leader challenges assumptions, takes risks, and solicits subordinates' thinking. Individualized consideration (IC) is the degree to which the leader attends to each subordinate's needs, acts as a teacher or coach to the subordinate, and give audience to the subordinate's concerns, needs and well-beings (Ahmad, Mohamed, & 'Abdulmanaf, 2017).

Career Development

Career development is one of the vital points in attracting and retaining talented employees. It is of great importance to both the organization in terms of creating and retaining a superior workforce base for competitive advantage and also employees in terms of their individual development and progression. Career management involves both formal and informal activities including employee workshops, task rotation, job enrichment and career progression ladders. Dargham (2013) opined that organizations may also contribute to employees' career growth by offering abundant opportunities for self-development, opportunities for advancement and mentors. Organizations that fail to allow employees to meet their individual progression needs will be losing valued employees. Career development is an approach of an organization ensuring that people with the qualifications and experience are available when needed (Maya & Thamisel, 2013)

Empirical Review

The study conducted by Ahmad, Mohamed and Abdulmanaf, (2017) examined the relationship between transformational leadership characteristics and succession planning program implementation in Malaysia public sector, using multiple regression. The study reported that, three dimensions of transformational leadership namely idealized influence, inspirational motivation and intellectual stimulation have no significant relationship with career development. They further submitted that, individualized influence has shown a positive and significant relationship between transformational leadership style and career development. The study therefore recommended that, leaders' should keep on reviewing and modifying their leadership style and behavior in order to be effective in developing employees' career development. However, the study was conducted in Afghanistan and the results may not be applicable in Nigeria due to socio-cultural differences.

In another study, Aunga and Masare (2017) investigated the effect of leadership styles on teachers' performance in primary schools in Arusha District. The research was quantitative in nature and the descriptive survey design was employed. The qi was employed to gather information. A sample size of 140 respondents was used. Data analysis involved Statistical Package for Social Sciences (SPSS). The study found that, there is significant relationship between transformational leadership style and teachers' performance. The survey concluded that teachers' performance is better in the primary schools in Arusha district. It was recommended that head teachers should use democratic and transformational leadership styles due to the fact that democratic and transformational leadership styles increase teachers' performance. The study only looked at transformational leadership p relation to teachers' performance without considering career development.

In a study conducted by Uthman and Kassim (2016) on impact of leadership style of principals and teaching of secondary schools in Kaduna State, using school environment as a tool for school achievements. They reported that transformational leadership style is a significant model that can be utilized in achieving teachers

and student capacity building. The study failed to explain how it arrived at the population and sample size used for the analysis. ‘

Empirical survey conducted in Somalia by Au and Dahie (2015) on leadership style and teachers’ job satisfaction. The study used multiple regression analysis and reported that transformational leadership style has positive and significant effect on employees’ behavior and work outcome. Their study focused Results on job satisfaction but not on career’s development. Assessing Data anal

The study .of Oyango (2013) examined effect of transformational leadership style on talent validity management: A case of micro, small and medium size enterprises in Migori County, using regression study analysis. The study found out that, there is a positive and significant relationship between leadership Figure 4.1 style and talent management. The study conceptualized transformational leadership style as a single variable, so it is difficult to identify which of the transformational leadership dimensions is significantly related to the talent management.

In the same vein, Janneck (2012) conducted a study on transformational leadership, work engagement and occupational success. The study utilizes multiple regressions as a tool for data analysis: It was reported that all the three dimensions of transformational leadership style except individualized influence were negatively related to employee’ work outcome. The study took into consideration, only three out of four prominent variables of transformational leadership.

Out of the above studies reviewed it was only study conducted by Ahmad, Mohamed, and Abdulmanaf (2017) that look a transformational leadership and career development and the result showed negative effect on three of the variables. However, the finding contradicts that of previous study conducted by the same researchers. As a result of this, the current study was conducted to examine the relation in order to ascertain the validity or otherwise of this inconsistency. Secondly, the current study uses private sector from Nigerian perspective to see if the findings of the previous studies can be generalized using samples from Nigerian context.

Theoretical Framework

The study is based on Social exchange theory which explains the social interaction that exists between managers and subordinates in an organization and how employees reciprocate the treatment they receive from their superiors in organization. Social exchange theory was propounded by Homans (1958) based on the assumption that social exchange is the exchange of activity which can be tangible or intangible, and more or less rewarding or costly between at least two persons. Bass, and Avolio, (2004) identified common social exchange theory as a theoretical base in understanding the relationship that exists between Table 1 transformational leadership and employees’ behaviours in an organization. Social exchange could occur when both parties (leader and employees) exchange something based on trust. Since literature established that transformational leader is that leader who encourages followers to view problems from new perspectives, spend time and resource, coaching and teaching employees, provide support and Idealize encouragement, communicates a vision, stimulates emotion in their relationship with employees’. The employees’ on the other hand, identified such leaders as those who encourage them, serve as role models or mentors for them and they perceive any of them as a leader who is concerned about their career advancements. They, therefore, reciprocate the gesture by portraying a positive behavior in an Intellect organization and becoming the citizens of such organization.

Methodology

The paper employed cross-sectional survey design. The population of the study consisted of 158 employees of private secondary schools in Abeokuta, Ogun State. Purposive sampling technique was used to select the sample size. The sample size of 113 was determined by Taro Yamane’ s formula. Copies of the Table questionnaire were distributed to teachers of selected private secondary schools in Abeokuta. The schools were selected based on the numbers of years in existence (precisely 10 years) and with 10-15 teachers in the

school. The questionnaire for transformational leadership was adapted from multifactor leadership questionnaire developed by Bass and Avolio (2004), while questions on career development were adapted from the work of Keoye (2014). The study utilizes Structural Equation Model to test the effect of each dimension of transformational leadership style on career development.

Result and Discussion

Assessing model Fit

Data analysis was carried out with the aid of structural equation model to examine the reliability and validity of the instrument. The figure 4.1 presents the examined measurement of the model of the study.

Figure 4.1: Measurement model

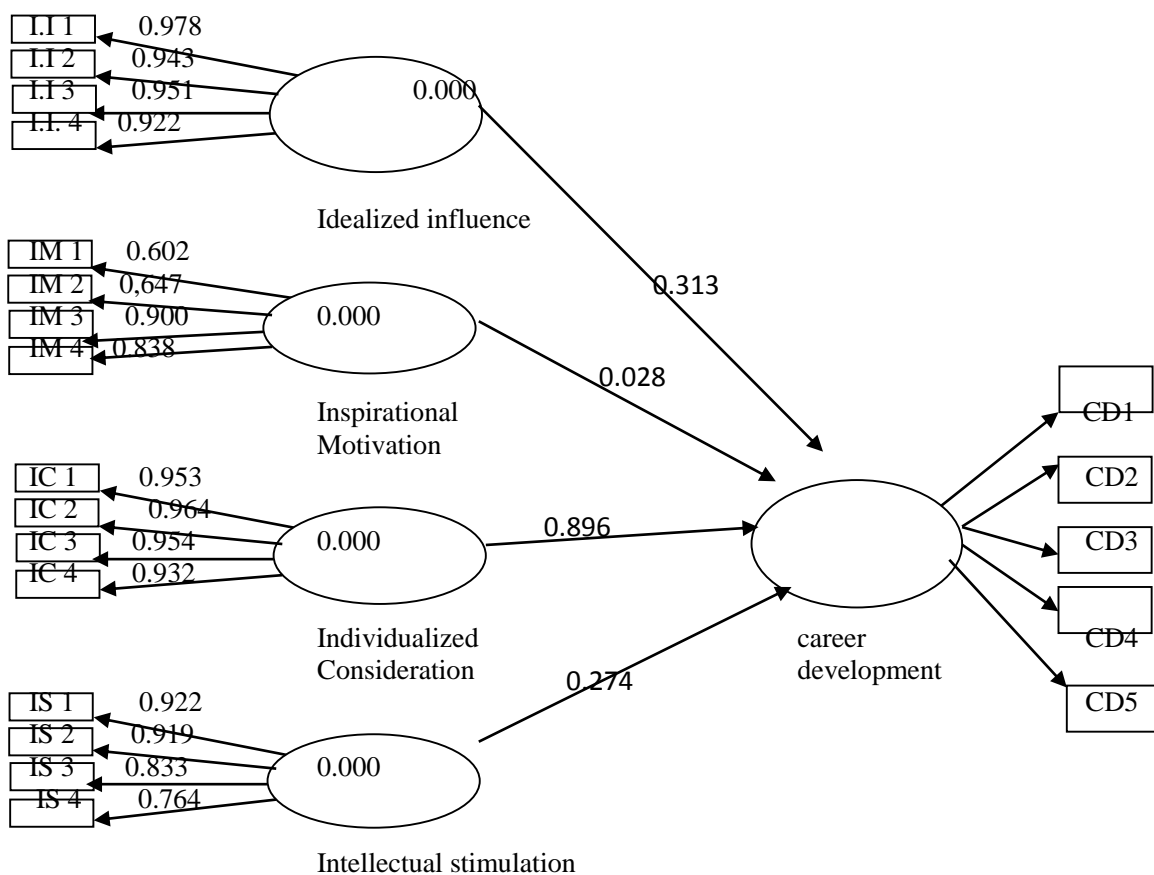


Figure 4.1 above shows perfect loaded constructs. All constructs met the minimum benchmark for both composite reliability and average variance expectation (AVE) respectively. According to Hair, Black, Babin, and Anderson (2014), loadings should not be below 0.7 for composite reliability and AVE should be greater than 0.5.

Reliability Test

Reliability was used to assess the internal consistency in the constructs. This was determined using two common indexes; Composite reliability and Average Variance Expectation.

Table 1: Construct Validity and Reliability

Constructs	AVE	Composite Reliability	R Square	Cronbach's Alpha
Career Development	0.527739	0.823074	0.844642	0.707752
Idealized Influence	0.899799	0.972903		0.962730
Individualized Consideration	0.823712	0.948760		0.926253
Inspirational Motivation	0.717010	0.910050		0.868376
Intellectual Stimulation	0.743070	0.920009		0.883662

Note: AVE represents Average Variance Extracted

From table 1 AVE ranges of 0.527 to 0.899 while composite reliability ranges from – 0.823 to 0.972. this implies that the overall reliability measurement of the instrument is acceptable in terms of reliability this depicting is internal consistency

Table 2: Discriminant validity

	Career Development	Idealized Influence	Individualized Consideration	Inspirational Motivation	Intellectual Stimulation
Career Development	0.726456				
Idealized Influence	0.666179	0.948577			
Individualized Consideration	0.907976	0.796517	0.907586		
Inspirational Motivation	0.634613	0.824068	0.706477	0.846764	
Intellectual Stimulation	0.808605	0.885638	0.88004	0.84693	0.862015

Table 2 shows the discriminant validity result. The square root of AVE in each latent variable was used to establish discriminant validity, if this value is larger than other correlation values among the latent variables then discriminant validity is well established (Fornell & Larcker, 1981). The square root of AVE is calculated and written in bold on the diagonal of the table. This number is larger than the in-line correlation values in the column and row, thus result indicates that discriminant validity is well established

Table 3: Path coefficient

Hypothesis Decision	B Value	Standard Error	T Statistics	P Value	
Idealized Influence-> Career Development	0.313	0.083	3.764	0.003	Rejected
Inspirational Motivation -> Career Development	0.899	0.063	14.224	0.000	Rejected
Individualized Consideration -> Career Development	0.028	0.059	0.471	0.004	Rejected
Intellectual Stimulation -> Career Development	0.271	0.098	2.755	0.002	Rejected

Source: Field survey, 2020

Table 3 shows that idealized influence has significant effect on employee career development of private secondary school teacher in Abeokuta at .003% level of significant. An increase in idealized influence behavior will lead to a 31.3% increase in employee career development. Thus, Ho₁ which states that individualized influence has no significant effect on employee career development is rejected.

Secondly, the table also shows that inspirational motivation has significant effect on employee career development of private secondary school teacher in Abeokuta at .000% level of significant. An increase in inspirational motivation will lead to 89.9% increase in employee career development. Thus, Ho₂ which states that inspirational motivation has no significant effect on employee career development is rejected.

Thirdly the table also shows that individualized consideration has significant effect on employee career development of private secondary school teacher in Abeokuta at .0004% level of significant. An increase in individualized consideration behavior will lead to a 2.8% increase in employee career development. Thus,

Ho₃ which states that intellectual influence has no significant effect on employee career development is rejected.

Lastly the table also shows that intellectual stimulation has significant effect on employee career development of private secondary school teacher in Abeokuta at .0002% level of significant. Increase in motivational inspiration will lead to a 2.7% increase in employee career development. Thus, Ho₄ which states that inspirational motivation has no significant effect on employee career development is rejected.

Also the coefficient of determination (R²) was also assessed. From the PLS Path model estimation (see Figure 1), the overall R² is found to be relatively strong. Threshold value of 0.25, 0.5 and 0.7 are often used to describe a weak, moderate and strong coefficient of determination (Hair, Black, Babin, & Anderson, 2014). In this case, the four constructs of transformational leadership can jointly explain 84.5% of the variance of the endogenous construct of career development.

The findings of the study were not comprehensively discussed with support from findings of similar authors

Conclusion

This research has established that both idealized influence, inspirational motivation, individualized consideration and intellectual stimulation have positive impact on employee career development. This implies, that transformational leadership behaviors are vital for organizational progress and must be encouraged since it enhances employees' career development in an organization and it also shows a significant relationship on several employees' work outcome. These findings are in support of previous studies (Ahmed et al., 2017; Janneck, 2012; Skakon, Nielsen, Borg, & Guzman, 2010) on the literature tent concerning transformational leadership and career development and other work related variables.

Recommendations

In line with the research objectives, the paper consequently recommends that:

- i. The managements of private secondary schools in Abeokuta should put effort in ensuring that they instill pride (personality) to their employees' so as to enable them go beyond their self-interest for the greater good of the organization, display a sense of power and confidence, talk about their most important values and belief and to emphasize collective mission.
- ii. The leadership of private secondary schools in Abeokuta should give priority in talking optimistically about the future of their employees, articulate a compelling vision for the future in the organization and always encourage general enthusiasm and team spirit among employees
- iii. The leadership should also encourage non- traditional thinking by delegating certain tasks to the employees, encouraging them to contribute to decision making by looking at problem affecting the organization from differing angles and coming up with new ways of accomplishing tasks in the organization
- iv. Finally leadership should commit time to coaching and teaching the employees in the organization by organizing frequent workshops and seminars, promote self-development by ted giving them opportunity to further their education, help the employees in developing their strength by adopting a participating approach and treating team members as individuals

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