



PRINCIPALS' TRANSFORMATIONAL LEADERSHIP STYLES AS CORRELATES TO MANAGEMENT EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN CROSS RIVER STATE, NIGERIA.

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ABSTRACT

This study examined the relationship between principals' transformational leadership styles and management effectiveness in public secondary schools in Cross River State, Nigeria. To achieve this objective, two research questions were developed to guide the investigation. A correlational survey research design was employed, with the study conducted across public secondary schools in Cross River State. The target population comprised 281 public secondary school principals during the 2019/2020 academic session. Given the manageable size of the population, a census sampling technique was adopted, allowing all 281 principals to participate in the study. Data were collected using the Principals' Transformational Leadership Styles and Management Effectiveness in Public Secondary Schools Questionnaire (PTLSMEPSSQ). The collected data were analyzed using Statistical Package for the Social Sciences (SPSS) version 23, applying descriptive statistics (mean and standard deviation) and inferential statistics (Pearson Product-Moment Correlation). Findings indicated that the transformational leadership dimensions of idealized influence and individualized consideration had a significant positive relationship with school management effectiveness. Consequently, the study concluded that transformational leadership practices among principals play a crucial role in enhancing the effectiveness of public secondary school management in Cross River State. Based on these findings, the study recommended that principals consistently exhibit ethical conduct, integrity, fairness, and dedication in the discharge of their administrative responsibilities. Such behaviours are likely to position them as exemplary role models, foster teachers' trust and confidence in school leadership, and ultimately promote collaboration, discipline, and improved management effectiveness within schools.

Keyword: Principals, transformational leadership styles and Management effectiveness

Background to the study

Education is widely recognized as a vital instrument for national development because it contributes significantly to the social, economic, political, and technological advancement of every society. In Nigeria, secondary education occupies a strategic position in the educational system as it serves as a bridge between primary and tertiary education. The attainment of the goals of secondary education largely depends on the quality of administration and leadership provided by school principals. Principals are expected to coordinate school activities effectively, supervise teachers, maintain discipline, manage resources, and ensure the achievement of educational objectives. Administrators' supervisory role on quality service secondary school delivery is a vital



component is management effectiveness (Ubana, et al 2024). However, the increasing challenges confronting public secondary schools in Nigeria have raised concerns about the management effectiveness of school principals.

Management effectiveness refers to the ability of school administrators to efficiently utilize available human and material resources in achieving organizational goals. In the school system, management effectiveness includes instructional supervision, staff motivation, communication, decision-making, discipline maintenance, conflict resolution, records management, and school-community relations (Ubana et al 2025). Effective school management promotes academic excellence, teacher productivity, and a conducive learning environment. Unfortunately, many public secondary schools in Cross River State experience administrative challenges such as poor supervision, low teacher morale, inadequate instructional materials, indiscipline, poor academic performance, and ineffective communication. These problems have continued to affect the quality of education delivery in the state.

The growing concern over ineffective school administration has drawn attention to leadership styles adopted by school principals. Leadership style plays a crucial role in determining how principals influence teachers and coordinate school activities. Among the various leadership styles, transformational leadership has gained significant attention in educational management because of its ability to inspire positive organizational change. Transformational leadership is a leadership approach in which leaders motivate and inspire followers to achieve organizational goals beyond expectations through vision, intellectual stimulation, individualized consideration, and idealized influence.

The concept of transformational leadership was introduced by James MacGregor Burns and later expanded by Bernard Bass. According to Burns (1978) transformational leaders inspire followers by creating a shared vision and motivating them toward collective goals, while Bass emphasized that transformational leaders encourage innovation, creativity, and personal development among followers. In the educational setting, transformational principals motivate teachers, encourage teamwork, support professional growth, and create conducive learning environments that enhance school effectiveness.

Transformational leadership style is increasingly considered important in modern school administration because traditional leadership approaches are often inadequate in addressing the dynamic challenges facing contemporary schools. Educational reforms, technological advancement, globalization, and societal expectations require school principals to adopt leadership approaches that promote collaboration, innovation, and continuous improvement. Transformational leadership styles are seen as idealized influence and individualized consideration leadership which are conceptually and empirically highlighted as follows:

Idealized influence refers to a leader's ability to apply emotional influence over and win the confidence from his/her subordinates (Bass & Bass, 2008). Leaders display idealized influence through exemplary ethical behaviours (Avolio & Bass, 2013). This motivates subordinates to identify with the values, beliefs and objectives held by the leader. This naturally arouses subordinates to give an additional push to the organization. This results into engaged practices that foster organizational effectiveness (Bass & Bass, 2008). Langat, Linge and Sikalieh (2019) identified the aspects of idealized influence to include charisma, ethical leadership, and trust.



While individualized consideration is one of the core components of transformational leadership. This principle emphasizes the need for leaders to pay special attention to individual differences, needs for achievement and growth and treat them accordingly with respect. The leaders are acting as coach and mentor. Helen et al (2024) asserts that skill competence promotes growth professionalism and increases transformation in an organization. Ubana et al (2024) opined that Artificial Intelligence (AI) is tool for combating unethical practices for management effectiveness. Incorporating digital technology to adult literacy education programmes promotes managerial effectiveness (Andong et al 2025). Vocational training programmes and economic empowerment enhances principal skills (Helen et al 2025).

Transformational leaders effectively build on these characteristics and integrate principles from a variety of leadership theories. Transformational leadership style makes use of any one or more of the four core components to enhance performance and accomplishment and achieve superior results. The individualized consideration leader demonstrates high concern for their followers, treats them as individuals, and gets to know well about them and listens to both their concerns and ideas (Kirkbride, 2006; Hoffman & Frost, 2006; Sarros & Santora, 2001). Individualized consideration deals with fundamental transformational leadership behaviours of treating individuals as important contributors to the organization.

Yukul (2006) describe individualized consideration as the degree to which leaders provide “support, encouragement and coaching to the followers”. Based on Bass and Riggio (2006) transformation leader recognizes individual differences in terms of needs and desires and they pay special attention to each individual needs. Each individual is different in terms of needs, patterns of generation and desires (Ogar et al 2025). Every individual can’t be considered as one and treated in the same way. The leader understands diversity of interests.

Empirically, Asiegbu and Ikwu (2020) found that principals’ transformational leadership style significantly correlated with teachers’ job performance in secondary schools in Delta State, Nigeria. Their findings showed that inspirational motivation, intellectual stimulation, individualized consideration, and idealized influence positively influenced teachers’ effectiveness. Similarly, Moshood, Asimiran, and Abd. Kadir (2020) reported that transformational leadership practices significantly improved school effectiveness in Lagos State secondary schools. The study revealed that teachers perceived transformational principals as more capable of promoting cooperation, productivity, and goal achievement.

Langat, Linge and Sikalieh (2019) conducted a study on idealized influence on employee job performance in insurance industry in Kenya. The study concluded that idealized influence significantly predicted employee job performance. The findings of the preceding study is very essential as key indicator of effective organizational management. Otieno, Linge, and Sikalieh (2019) assessed the idealized influence on employee engagement in parastatals in the energy sector in Kenya. This study was embarked on due to examine the continued experience of difficulties in trying to achieve employee engagement in parastatals. They observed that though, governments have transitioned to the transformational leadership style to effectively achieve employee engagement. The findings showed that employee engagement has a statistical significant relationship with charisma, $r(166) = 0.590$, $p < 0.01$; ethical leadership, $r(165) = 0.553$, $p < 0.01$; teamwork, $r(166) = 0.531$, $p < 0.01$. Multiple linear regression analysis revealed that employee motivation positively and significantly moderates the relationship between idealized influence and



employee engagement, $R^2 = 0.405$, $F(2, 159) = 54.100$, $p < 0.05$, $\beta = 0.225$, $p < 0.05$. The study concluded that charisma, ethical leadership, teamwork, and employee motivation positively enhance employee engagement. Therefore, school principals who seek effective school management must enhance staff engagement through idealized influence.

According to Hughes (2014), the idealized influence component of the transformational leader has the following characteristics instills pride in subordinates (charismatic), exceeds his self-interest for the good of the organization, presents a sense of authority and confidence and communicates the most important beliefs and values. Such leaders define the need for change, develop a vision for the future, and mobilize followers for commitment to achieve results beyond what is expected (Wagude, Ndiritu & Onyango, 2015). Studies have found a significant positive relationship between idealized influence and employee positive outcomes (Abbas, Iqbal, Waheed & Naveed, 2012). Such leaders are more than willing to sacrifice their gains for the success of the corporation. A study by Hayati, Charkabi and Naami (2014) found that idealized influence has a significantly positive relationship with employee engagement among hospital nurses. The leaders with idealized influence set high standards for employees to attain. In Nigeria, Egheosasa, Ugbo and Nkenne (2018) found that idealized influence behaviors significantly affect job satisfaction among employees of Bosso and Minna area offices of Abuja Electricity Distribution Company PLC. In Kenya, Jerobon, Kimutai and Kibet (2016) found that idealized influence significantly predicts employee performance among the Nandi County Government employees.

Ondari, Were and Rotich (2018) in their study sought to find out the effect of individualized consideration on organisational performance of state corporations in Kenya. The study adopted a descriptive research design where the use of measures of central tendency such as mean and standard deviation was common. The study found that there was a significant relationship between individualized consideration and organizational performance of state corporations in Kenya. Ogola, Sikalieh and Linge (2017) investigated the influence of individualized consideration leadership behaviour on employee performance in Small and Medium Enterprises in Kenya. This study targeted the KPMG top 100 SMEs of 2014 in Kenya. A correlational research design was employed to investigate the relationship between the independent variable and the dependent variable. Stratified proportionate random sampling techniques were used to obtain a sample of 226 out of a target population of 553 Managers. Data was collected using a closed ended questionnaire. Pearson's correlation, multiple regression and chi-square techniques were used to analyse the data. The results showed that Individualized Consideration leadership behaviour and Employee Performance in SMEs in Kenya had a strong positive and significant correlation ($r(194) = .925$, $p < .000$), and a positive and significant relationship ($\beta = .925$, $t(194) = 33.669$, $p < .000$). The study concluded that high performance is achieved when the leader recognizes employees' efforts, creates confidence, encourage self-development practices, effective communication as well as mentoring and coaching.

In Cross River State, studies have also demonstrated the importance of transformational leadership practices in school administration. Ereh (2013) investigated transformational leadership practices and excellence in personnel management among secondary school principals in Cross River State and found a significant relationship between transformational leadership and effective personnel management. The study concluded that transformational leadership practices such as high-performance expectations and excellence in management contributed positively to school administration. Furthermore, Adie et al (2024) established Classroom situation and students'



academic achievement in secondary schools in Obudu L.G.A., Cross River State. The study specifically revealed that academic achievement plays a significant role to classroom.

Recent studies have continued to affirm the relevance of transformational leadership in enhancing management effectiveness in public secondary schools. Emanghe et al (2025) found that principals' transformational leadership practices significantly predicted teachers' organizational commitment in public secondary schools in Calabar Education Zone of Cross River State. The study emphasized that transformational leadership dimensions such as idealized influence and individualized consideration improved teachers' dedication to their duties and school goals. Likewise, Akata revealed that principals' leadership effectiveness significantly influenced the management of public secondary schools in Cross River State in areas such as instructional supervision, communication, and provision of instructional materials.

Despite the importance of transformational leadership, many principals in public secondary schools in Cross River State still face difficulties in effectively managing their schools. Issues such as inadequate supervision, poor communication, weak teacher motivation, indiscipline among students, and declining academic standards remain prevalent in several schools. These challenges may be associated with ineffective leadership approaches adopted by some principals. Consequently, there is a need to investigate principals' transformational leadership styles as correlates to management effectiveness in public secondary schools in Cross River State.

Statement of the problem

The effectiveness of secondary school administration largely depends on the leadership style adopted by school principals. In public secondary schools, principals are expected to provide effective leadership through proper supervision of instruction, staff motivation, discipline maintenance, communication, decision-making, and efficient management of human and material resources. However, despite the important role of principals in achieving educational goals, many public secondary schools in Cross River State continue to experience several administrative challenges that undermine effective school management. In recent years, there have been increasing concerns among educational stakeholders, parents, teachers, and government authorities over the declining standard of education in public secondary schools in Cross River State. Problems such as poor academic performance of students, inadequate supervision of teachers, low teacher morale, indiscipline among students, ineffective communication, poor record management, conflicts among staff, lateness to school, and poor implementation of school policies have become common in many schools. These problems suggest possible weaknesses in the management effectiveness of some school principals.

The inability of some principals to effectively manage schools may be connected to the leadership styles they adopt in the administration of their schools. Traditional leadership approaches that emphasize authority and control may no longer be adequate in addressing the dynamic challenges facing contemporary secondary schools. Consequently, transformational leadership style, which focuses on inspiration, motivation, intellectual stimulation, teamwork, and individualized consideration, has been identified as an important leadership approach capable of improving organizational effectiveness. Principals who practice transformational leadership are expected to motivate teachers toward higher performance, encourage innovation, promote cooperation, and create a positive school climate that enhances effective management.



Despite the recognized importance of transformational leadership, it appears that some principals in public secondary schools in Cross River State do not adequately demonstrate transformational leadership behaviours necessary for effective school administration. This situation may have contributed to persistent cases of ineffective management practices in schools. Although several studies have examined transformational leadership and school effectiveness in different parts of Nigeria, there is still inadequate empirical evidence on the extent to which principals' transformational leadership styles correlate with management effectiveness specifically in public secondary schools in Cross River State. It is against this background that this study seeks to investigate principals' transformational leadership styles as correlates to management effectiveness in public secondary schools in Cross River State.

Purpose of the study

The main purpose of this study was to investigate principals' transformational leadership styles as correlates to management effectiveness in public secondary schools in Cross River State, Nigeria.

Research question

In order to effectively carry out this research, the following research question were raised to guide the study;

1. What is the relationship between principals utilize idealized influence and management effectiveness in public secondary schools?
2. To what extent does principals' individualized consideration relate with management effectiveness in public secondary schools?

Statement of hypotheses

The following hypothesis was stated to guide the study.

- Ho1. Principals utilize idealized influence does not significantly influence effective management of secondary school
- Ho2. The relationship between principals' individualized consideration and management effectiveness in public secondary schools.

Methodology

The study employed a correlational survey research design to examine the relationship between principals' classroom visitation practices and the effective management of secondary schools, particularly in the areas of planning and communication. A correlational survey design involves the measurement of two or more variables to determine the nature and degree of their statistical association without manipulating the study environment or controlling extraneous variables (Schaefer, 2012). This design is particularly suitable for investigating phenomena as they naturally occur within their real-life settings. Since the variables under investigation existed in their natural context and were observed without any intervention by the researcher, the correlational survey design was considered appropriate for the study. The research was conducted in Cross River State, Nigeria, one of the thirty-six states located in the South-South geopolitical zone of the country. The state occupies a landmass of approximately 20,156 square kilometres and is bounded by Benue State to the north, Ebonyi and Abia States to the west, the Republic of Cameroon to the east, and Akwa Ibom State and the Atlantic Ocean to the south. The target population comprised all 281 principals of public secondary schools in Cross River State. These principals were deemed



suitable participants because they are directly responsible for the day-to-day supervision of teachers and the overall administration and leadership of their respective schools. The principals were distributed across all public secondary schools within the state. Given the relatively small and manageable size of the population, a census sampling technique was adopted. This approach ensured the inclusion of every member of the population in the study, thereby eliminating sampling bias and guaranteeing comprehensive representation. Consequently, the study sample consisted of all 281 public secondary school principals in Cross River State. Data were collected using a researcher-developed instrument titled Principals' Transformational Leadership Styles and Management Effectiveness in Public Secondary Schools Questionnaire (PTLSMEPSSQ). The instrument was structured using a revised four-point Likert scale comprising Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The variables were measured on an interval scale to facilitate quantitative analysis. To establish the validity of the instrument, face and content validation procedures were conducted by experts in Measurement and Evaluation. This process ensured that the questionnaire items adequately captured the constructs they were intended to measure. The reliability of the instrument was determined using the Cronbach Alpha reliability technique. A pilot study was conducted involving teachers selected from private secondary schools in Calabar Municipality that were not included in the main study. Data obtained from the pilot test were analysed to determine the internal consistency of the instrument. The reliability coefficients obtained ranged from 0.71 to 0.93, indicating a high level of internal consistency. Based on these coefficients, the instrument was considered reliable and suitable for measuring the constructs under investigation.

Presentation of the results

Research question 1d: To what extent does principals utilize idealized influence in secondary schools?

TABLE 1: Summary of mean and standard deviation of principals' idealized influence

S/N	IDEALIZED INFLUENCE	X	SD	Decision
1.	I tell teachers what teachers should do in simple clear and simple terms	2.89	1.82	Accepted
2.	I provide opportunity for self-development of teachers	2.71	1.93	Accepted
3.	I do every task I assign to teachers to set an example for them	3.00	2.14	Accepted
4.	Providing feedback to my teachers for all their work is not necessary	2.12	1.91	Rejected
5.	Teachers are recognized for successful completion of task	2.91	1.89	Accepted
6.	There is no need letting my teachers know my expectation from them	1.57	1.20	Rejected

Table .1, shows that items 4, and 6 were rejected because they had mean values lesser than 2.50 which indicate low idealized influence of principals. However, item 1, 2, 3 and 5 had mean score greater than 2.50 and were accepted indicating high idealized influence of secondary school principals.



Research question 2: To what extent is principals' individualized consideration in secondary schools?

TABLE 2: Summary of mean and standard deviation of principals' individualized consideration

INDIVIDUALIZED CONSIDERATION		X	SD	Decision
7.	I always try to accommodate the differences of all my teachers when assigning task	2.79	1.81	Accepted
8.	I encourage teachers to build on their strength	3.01	2.12	Accepted
9.	I set achievable goals for each teacher in line with their level of experience	2.81	1.09	Accepted
10.	There is no need to encourage teacher for their work	2.41	1.04	Rejected
11.	I don't have time to listen and advise every teacher in my school	3.10	1.83	Accepted
12.	Teacher should be strictly treated the same because they all get paid	2.34	1.42	Rejected

Table 2, shows that item 10 and 12 were rejected because they had mean value lesser than 2.50 which indicates low individualized consideration of principals. On the other hand, item 7, 8, 9 and 11 had mean scores greater than 2.50 and were accepted indicating high individualized consideration among secondary school principals.

Research question one

Research question one stated that: what is the relationship between principals' idealized influence and management effectiveness in terms of planning and communication? The independent variables of this research question is principals' idealized influence, while the dependent variable is management effectiveness in terms of planning and communication. To test this research question, Pearson product moment correlation analysis was employed for the analysis. The results of the analysis is as presented in table 3. The results in table 3 shows that for relationship between principals' idealized influence and effectiveness in planning ($r=.057$, $p>.05$) and for principals' idealized influence and effectiveness in communication ($r=.024$, $p>.05$). Since $p(.000)$ is greater than $p(.05)$. This implies that, there is no significant positive relationship between principals' idealized influence and effectiveness in planning and communication. The results is presented in table 3 below.

TABLE 3: Pearson product moment correlation analysis of the relationship between principals' idealized influence and effectiveness in planning and school communication (N=281)

Variables	X	SD	Df	r	p-val.
Principals' idealized infl.	15.84	2.8	279		
Effectiveness in planning	16.15	2.8	279	.057	.344
Effectiveness communication	15.74	2.7	279	.024	.690

*(Sig. at .05 df= 279, $p>.05$).



Research question two

Research question two stated that there is no significant relationship between principals' individualized consideration and management effectiveness in terms of planning and communication. The variables of this research question is principals' individualized consideration, and management effectiveness in terms of planning and communication. To test this research question, Pearson product moment correlation analysis was employed for the analysis. The results of the analysis is as presented in table 4. The results in table 4 shows that for relationship between principals' individualized consideration and effectiveness in planning ($r=.406$, $p<.05$) and for principals' individualized consideration and effectiveness in communication ($r=.632$, $p<.05$). Since $p(.000)$ is less than $p(.05)$. This implies that, there is a significant positive relationship between principals' individualized consideration and effectiveness in planning and communication. The results is presented in table 4 below.

TABLE 4: Pearson product moment correlation analysis of the relationship between principals' individualized consideration and effectiveness in planning and school communication (N=281)

Variables	X	SD	Df	r	p-val.
Individualized consid.	15.72	2.7	279		
Effectiveness in planning	16.15	2.8	279	.406	.000*
Effectiveness communication	15.74	2.7	279	.632	.000*

*(Sig. at .05 df= 279, $p>.05$).

Discussion of findings

Hypothesis one which assumed that, there is no significant relationship between principals' idealized influence and management effectiveness in terms of planning and communication was retained while, the alternate hypothesis was rejected. This implies that, there is no significant positive relationship between principals' idealized influence and effectiveness in planning and communication. This implies that whenever there was an increase in principals' idealized influence, there was bound to be a decrease in effectiveness in planning and communication. The nature of the result is surprising given that the ideally, leaders require some level of influence and exemplary actions to motivate their followers into action. Therefore, the contrary direction of the results could be as a result of wrong application of influence and over utilization of one approach to get employees into action on the part of the principals. While teachers may become bored by the use of one approach at every time; it could also arise from the misconception of the intentions of principals when making use of this approach in school.

Idealized influence refers to a leader's ability to apply emotional influence over and win the confidence from his/her subordinates (Bass & Bass, 2008). Leaders display idealized influence through exemplary ethical behaviours (Avolio & Bass, 2013). This motivates subordinates to identify with the values, beliefs and objectives held by the leader. This naturally arouses subordinates to give in additional push to the organization. This results into engaged practices that foster organizational effectiveness (Bass & Bass, 2008). Langat, Linge and Sikalieh (2019) identified the aspects of idealized influence to include charisma, ethical leadership, and trust.

The findings of the study is at variance with the findings of Langat, Linge and Sikalieh (2019) which revealed that idealized influence significantly predicted employee job performance. In addition, the study inferred that employee work value congruence had a significant moderating



effect on the relationship between transformational leadership and employee job performance among lower-level managers in the Insurance sector in Kenya. This implies that there is a link between idealized influence and employee job performance which is a key indicator of effective organizational management which is the thrust of the current study. Whereas, in the present study idealized influence did not significantly relate with effective management of secondary schools.

Similarly, the study of Otieno, Linge, and Sikalieh (2019) also reported contrary results to the present study. That charisma, ethical leadership, teamwork, and employee motivation positively enhance employee engagement. Engaged employees are highly productive, have lower turnover intention, experience less absenteeism, are loyal to customers, offer superior services and are more satisfied with their work and organizations (Jose & Mampilly, 2012). However, the findings of the current studies adequately align with the results of the study by Datche and Gachunga (2015) which revealed that, idealized influence of a leader is negatively related to employee engagement. These studies were both on the civil service and not on parastatals in the energy sector in Kenya and hence not concluding whether the exact results could be generalized to the parastatals in the energy sector in Kenya. This could be as a result of lack of trust by employees. Similarly, Brown and Arendt (2011) found that no significant relationship between supervisors' idealized influence and employee performance. This occurs due to lack of ability of leaders to command the respect of others in the organization or school. Additionally, many employees tend to perceived transformational leader as being too glued to the goals of the organization with little or no concern for meeting individual needs. Hence, it becomes difficult to motivate such employees to perform their jobs effectively.

Hypothesis two which stated that there is no significant relationship between principals' individualized consideration and effective management of secondary schools in terms of planning and communication was rejected while, the alternate hypothesis was upheld. Therefore, there is a significant positive relationship between principals' individualized consideration and effectiveness management of secondary schools in terms of planning and communication. The justification for the position of this result is that every individual is created different from everyone else, therefore, their challenges, preferences, desires and approach to live could differ in many ways. Hence, principals who understand the various peculiarities tend to influence staff to large extent to collective plan, communicate and take ownership of school goals and objectives. When this is achieved, the implementation of the objectives and goals of the school becomes seamless which is characteristic of an effectively managed school.

The findings of the study corroborate the observation of Frolst (2006) that transformational leadership style makes use of any one or more of the four core components to enhance performance and accomplishment and achieve superior results. Therefore, principals with high individualized consideration demonstrates high concern for their staff, treats them as individuals, and gets to know well about them and listens to both their concerns and ideas (Kirkbride, 2006; Hoffman & Frolst, 2006; Sarros & Santora, 2001). Such preferential treatment makes room for fruitful communication between principals and staff as well as cross breeding or fertilization of ideas that aids data gathering for effective planning of school plans and programmes.

The findings of the study are in tandem with the findings of Rafferty and Griffin (2006) in their study which revealed that transformational (individualized consideration) leadership displayed significantly strong relationships with job satisfaction, career certainty, affective



commitment to the organization and role breadth self-efficacy than did supportive leadership. This re-echoes the indispensability of individualized consideration in enhancing the effective management of secondary schools as well as achievement of the goals and objectives of school at this level. This is because, a satisfied worker that perceives his/her job security will be committed to organizational goals and will want go extra mile to achieve the objectives and goals of the organization.

Similarly, Chebon, Aruasa and Chirchir (2019) found in a study that focused on the influence of individualized consideration on employee performance, that there is recognition of employees to better productivity, teaching and coaching of staff. Furthermore, supervisors respect and celebrate individual contribution and provide opportunities for identification of needs and capabilities of others. The study concluded that leaders in the organization influence employee performance by applying the transformational leadership style. Specifically, the study concludes that leaders encourage high productivity through creativity and innovation as well as encourages staff to rethink ideas that had never been questioned. In addition, employees are motivated to high productivity and clear conveyance of messages facilitated to employees. The findings of the study reflect good management practices that enhance effective planning and communication practices in the school.

Conclusion

Transformational leadership has become an essential leadership approach in contemporary educational administration because of its ability to inspire teachers, promote teamwork, encourage innovation, and improve organizational performance. In public secondary schools, principals are expected to provide effective leadership capable of ensuring proper coordination of school activities, efficient utilization of resources, maintenance of discipline, and achievement of educational objectives.

The success or failure of school administration therefore depends largely on the leadership style adopted by school principals. From the review of related literature and empirical studies, it is evident that principals' transformational leadership styles significantly contribute to management effectiveness in secondary schools. Leadership behaviours such as idealized influence and individualized consideration have been found to enhance teacher commitment and improve communication within schools. Principals who demonstrate transformational leadership qualities are more likely to create positive school climates that encourage teachers and students to work toward the realization of school goals.

The study concludes that transformational leadership styles are important correlates of management effectiveness in public secondary schools in Cross River State. Effective adoption of transformational leadership practices by principals can improve school administration, enhance teacher productivity, promote organizational commitment, and facilitate the achievement of educational goals. Though idealized influence which is sub variable of transformational leadership styles has negative relationship between management effectiveness in public secondary schools. While individualized consideration positively relates with management effectiveness in public secondary schools in Cross River State.



Recommendations

1. School principals in public secondary schools in Cross River State should consistently demonstrate high moral standards, integrity, fairness, and commitment in their administrative duties in order to serve as positive role models for teachers and students. This will strengthen teachers' trust and confidence in school leadership, thereby enhancing cooperation, discipline, and overall management effectiveness.
2. The Ministry of Education and educational stakeholders should organize regular leadership training programmes, seminars, and workshops for principals on the application of idealized influence in school administration. Such programmes will help principals develop exemplary leadership qualities that can motivate teachers, improve staff commitment, and promote effective management of public secondary schools in Cross River State.
3. Principals of public secondary schools in Cross River State should pay individual attention to the needs, strengths, and challenges of teachers by providing guidance, mentoring, and emotional support where necessary. This will enhance teachers' job satisfaction, commitment, and productivity, thereby improving management effectiveness in schools.
4. Educational authorities should encourage principals to adopt participatory leadership practices that recognize teachers' contributions, support professional development, and provide equal opportunities for growth and advancement. This individualized consideration will promote positive staff relationships, improve morale, and enhance effective school management in public secondary schools in Cross River State.

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