
TRANSFORMATIONAL LEADERSHIP INFLUENCE ON SELF-EFFICACY OF LECTURERS OF HIGHER INSTITUTIONS IN KATSINA STATE NIGERIA

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Abstract- *The study examines the influence of transformational leadership on self-efficacy of lecturers of higher institutions in Katsina state Nigeria. Data was collected from 403 lecturers in higher institutions in Katsina state. Statistical Package for Social Science Research (SPSS) version 20.0 was used to analyze the data collected. Results depict that transformational leadership influences lecturer's self-efficacy in higher institutions used in the study ($R^2 .53$). The study brings to the fore the need for stake holders in higher institutions to as much as possible practice transformational leadership in order to enhance self-efficacy among lecturers in their respective institutions. The study adds to few studies conducted on transformational leadership and self-efficacy in Nigeria in general and Katsina state in particular.*

Keywords: *Transformational Leadership; Self-Efficacy; Higher institutions; Nigeria*

INTRODUCTION

Nigerian education sector is bedeviled with a lot of problems. Some of these problems include overcrowding, lack of enough and competent teachers, lack of enough instructional and infrastructural facilities, poor teachers' remuneration, changes in government policy among others. These problems affect teacher's morale which in turn affects their commitment and self-efficacy to discharge their duties effectively. It is worth noting that for some of these problems to be tackled effectively and school to realize its objectives of effective teaching and learning, good and responsible leadership needs to be in place (Salisu & Maigari 2015).

Storey (2004) argues that irrespective of the type of problems the schools are facing, their solutions may be found in leadership. Moreover, Knab (2009) identified school leadership as one of the factors that lead to school success and improvement of students' learning outcomes. Furthermore, Oduro (2004) argues that school leadership plays an important role in school effectiveness and improvements.

Transformational leadership is one of the leadership styles that enhance effective teaching and learning in schools. Ugochukwu (2021) describes transformational leadership as a leadership style that encourages the followers to work together as a team in order to realize the objectives of the organization. Similarly, transformational leaders motivate and assist their subordinates to put more effort to achieve their goals (Sharma & Singh 2017), mentor, guide and share vision with their employees (Muhammad and Puah 2010), help subordinates to grow and become leaders by empowering them and responding to their needs (Ugochukwu 20121) and assist organization to

improve its performance in a turbulent and unpredictable environment (Koregan and Shahbazi 2016). This study is intended to examine the relationship between transformational leadership and self-efficacy of lecturers of higher institutions in Katsina state Nigeria.

LITERATURE REVIEW

Transformational Leadership and Self Efficacy

Self-efficacy is the employees feeling in their ability to successfully handle specific tasks or situations (Bobbio, & Manganelli, 2009). In school setting, self-efficacy is regarded as teachers' belief that he posses the necessary skills and knowledge needed to improve the students learning and confidence that he is capable of developing students' curricula (Bogler and Somech 2004). Additionally, it entails how much teachers can do to improve teaching and learning irrespective of situations they found themselves (Francisco 2019). In other words, it is the feeling of the teacher that he can enhance effective teaching and learning irrespective of the school condition.

Studies indicate that transformational leadership significantly and positively influences self-efficacy. Aggarwal and Krishnan (2014) in their study on the impact of transformational leadership and subordinates' self-efficacy found that transformational leadership relates positively but indirectly with subordinates' self-efficacy. They argue that the relationship is high when a subordinate use of other focused and job focused impression management strategies is high. Similarly, Zamani and Pouratashi (2017) and Sharma and Singh (2017) in their separate studies in Iran and India found that transformational leadership relates positively and significantly with self-efficacy of faculty members and teaching professionals respectively. They further found that idealized influence has more influence than other sub-scales of transformational leadership. The above theoretical arguments support the following hypotheses:

H1. Transformational leadership relates positively and significantly with self-efficacy of lecturers of Higher Institutions in Katsina state Nigeria.

H2. All the sub-scales of transformational leadership influences self-efficacy of lecturers of Higher Institutions in Katsina state Nigeria.

METHODS

Sample used in the study

Five hundred questionnaires were distributed to lecturers of higher institutions in Katsina state, and four hundred and twenty five were returned. After removing questionnaires with much missing information four hundred and three were finally used in this study. Table 1., depicts the respondents background information. Two hundred and forty six or 61% of the respondents were males while 157 or 39% were females. Additionally, 115, 197 and 91 or 28.5%, 48.9% and 22.5% have had first degree, second degree and third degree respectively. The working experiences and age of the respondents ranges from 1-35 years and 22- 67 years respectively.

Table 1 Respondents Background Information

SN	Characteristics	Frequency	Percentage
1	Gender		
	Male	246	61
	Female	157	39
	Total	403	100
2	Marital Status		
	Married	244	60.5
	Single	131	32.5
	Others	38	6.9
	Total	403	100
3	Qualification		
	Degree	115	28.5
	Masters	197	48.9
	PhD	91	22.5
	Total	403	100
4	Working Experience		
	1-10	306	76.
	11-20	73	18
	21 and above	24	6
	Total	403	100
5	Age		
	22-40	282	70
	41 and above	121	30
	Total	403	100

Adopted from Salisu & Maigari (2015)

Instruments used in the study

The study uses two scales to obtain the data from the respondents. The scales were Transformational Leadership scale (TLS) and Self-efficacy scale (SEL). Both scales were adopted and adapted. The transformational leadership scale was adopted from Pieterse et.al (2010). The scale has five sub-scales, namely; Vision, Inspirational Communication, Intellectual Stimulation, Supportive Leadership and Personal Recognition. Some of the items of the scale are; “The executive has clear understanding of where we are going, The executive say things that make employees proud to be a part of this organization, The executive challenges me to think about old problem in new ways, The executive considers my personal feeling before acting and The executive personally compliments me when I do outstanding work” for Vision, Inspirational Communication, Intellectual Stimulation, Supportive Leadership and Personal Recognition respectively.

The self-efficacy scale was adopted from Ross and Gray (2006). The scale is uni-dimensional and has thirteen items. One of the items read thus: “Teachers in this school really believe every student

can learn". All the scales were rated using Likert's seven-point scale. The rating run thus; 1. Strongly disagree and 7. Strongly agree.

Analysis of the Data Collected

Descriptive statistics and standard multiple regression was used to analyze the data collected. Descriptive statistics was employed to screen the data and analyze the respondents' demographic information. Multiple regression on the other hand was employed to assess the influence of independent variable (Transformational Leadership) and dependant variable (lecturers self-efficacy). SPSS version 20.0 was used in the analyses.

FINDINGS

The mean, standard deviation and correlations of the five sub-scales of transformational leadership (independent variables) and self-efficacy (dependant variable) were shown in Table.2. Among the sub-scales of transformational leadership personal recognition has the highest mean (M= 5.760) while supportive leadership has the lowest mean (M= 5.598). In addition, the correlation matrix reveal that the sub-scales of transformational leadership (independent variable) correlates positively and significantly with self-efficacy (dependant variable), it ranges from .364- .679.

Table 2 Descriptive Statistics and Correlations

Variable	Mean	S.D	2	3	4	5	6
1.TSEFF	5.568	.504	.638	.364	.557	.564	.679
2.TVISION	5.725	.642		.379	.621	.662	.649
3.TINSPCOM	5.694	.581			.296	.343	.231
4.TINTSTIM	5.599	.682				.690	.650
5.TSUPLD	5.598	.645					.627
6. TPERREC	5.760	.623					

Variables 2-6 sub-scales of Transformational Leadership
 All correlations are statistically significant $p < 0.001$

The result of the standard multiple regression analysis shows that all the five sub-scales of Transformational leadership Vision, Inspirational communication, Intellectual stimulation, Supportive leadership and Personal recognition predict self-efficacy (SE) of lecturers of higher institutions in Katsina state Nigeria. They explain 53% of the variance of self-efficacy (SE) ($F(5, 397) = 88.00$ $p = .001$).

Additionally, among the sub-scales of Transformational leadership (independent variables) personal recognition, vision and Inspirational communication make the strongest, unique and statistical contribution in predicting lecturers' Self-efficacy (SE) beta .46, .23 and .17 respectively. However, the remaining sub-scales intellectual stimulation and supportive leadership through predict Self-efficacy, but their contributions were not statistically significant. The results support the two hypotheses postulated for this study.

Table 3 F-test value and Regression coefficients for teachers' Self-efficacy

Variable	B	SE	β	Sig.	F	R ²
1.TSEFF	1.579	.213		.000	88.00 (5, 397)	.53
2.TVISION	.177	.048	.225	.000		
3.TINSPCOM	.148	.033	.171	.000		
4.TINTSTIM	.030	.041	.040	.469		
5.TSUPLD	.025	.047	.032	.600		
6. TPERREC	.376	.052	.464	.000		

DISCUSSION

The study assesses how transformational leadership relates with self-efficacy of lecturers of higher institutions in Katsina state. Two research hypotheses were postulated to guide the study. The hypotheses are as follows:

H1. Transformational leadership relates positively and significantly with self-efficacy of lecturers of Higher Institutions in Katsina state Nigeria.

H2. All the sub-scales of transformational leadership influences self-efficacy of lecturers of Higher Institutions in Katsina state Nigeria.

Transformational leadership and self-efficacy scales were used to get the needed data for this study. The scales were adopted and adapted from pieterse et.al. (2010) and Ross and Gray (2006) respectively. The transformational leadership scale is multi-dimensional and has five sub-scales while the self-efficacy scale is uni-dimensional. To analyze the data gathered Descriptive statistics and multiple regression analyses were employed. Descriptive statistics was used to analyze the personal information of the respondents while multiple regression was used to examine how transformational leadership relates with lecturers self-efficacy.

Results indicate that transformational leadership (independent variable) significantly and positively predicts self-efficacy (dependant variable) of lecturers of higher institutions in Katsina state Nigeria (R² .53). Additionally, all the five sub-scales of the independent variable predict self-efficacy of lecturers of higher institutions in Katsina state Nigeria.

However, it should be noted that though all the sub-scales of transformational leadership predicts lecturers self-efficacy, only personal recognition, vision and inspirational communication make statistically, positive and significant contribution towards lecturers self-efficacy, while intellectual stimulation and supportive leadership contribution were not statistically significant.

The results concur with similar studies conducted (e.g. Zamani and Pouratashi (2017) and Sharma and Singh (2017) who at different settings found that transformational leadership positively and significantly influences self-efficacy. Moreover, they found out that idealized influence sub-scale has strongest contribution in predicting self-efficacy.

CONCLUSION

The study examines how transformational leadership influences self-efficacy of lecturers of high institutions in Katsina state Nigeria. It also examines the sub-scale among the sub-scales of transformational leadership that influences lecturers' self-efficacy better. The results reveal that transformational leadership relates positively and significantly with self-efficacy of lecturer' of higher institutions in Katsina state. Similarly, the study found that personal recognition and vision were the best predictors of lecturers' self-efficacy.

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