



Research Paper

Transformational Leadership and Teacher Responsiveness in Private Secondary Schools in Yenagoa Metropolis, Bayelsa State, Nigeria.

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Abstract

The study was conducted to investigate the relationship between transformational leadership and teachers responsiveness in private secondary schools in Yenagoa metropolis, Bayelsa State, Nigeria. Descriptive research design was adopted. A 15-item questionnaire titled 'Transformational Leadership and Teachers Responsive Questionnaire' (TLTRQ), was the instrument for primary data collection from 125 private secondary school teachers from twenty-five (25) selected private secondary schools in Yenagoa metropolis, Bayelsa State. A reliability co-efficient of 0.79 was obtained using the Crombach Alpha statistics as a measure of its internal consistency. Descriptive and inferential statistics were adopted for data analysis. From the analysis, it was revealed that the components of transformational leadership (individualized consideration and intellectual stimulation) were highly agreed to have effect on teachers responsiveness in the studied private secondary schools. However, the study concludes that a significant relationship exists between transformational leadership and teachers' responsiveness in private secondary schools in Yenagoa metropolis, Bayelsa State. It was recommended that education stakeholders should invest in training programs that equip private school leaders with transformation leadership skills, that can help them create an inspiring and supportive environment that encourages teachers responsiveness towards educational goal attainment.

Keywords: Transformation Leadership, Teacher Responsiveness, Private Secondary School

I. Introduction

Leadership can mean different things to different people, but in most cases it involves influencing, directing, or convincing others to work together toward a common objective. With the administrator overseeing daily operations to raise student achievement, school leadership entails directing faculty, staff, and students toward shared educational objectives. School success, like that of any other institution, is contingent upon the dedication of its leaders and other stakeholders. A leader is someone who can inspire his/her followers to work together towards a similar goal (Lunenburg, 2013).

The proprietor/proprietress who is often regarded as the administrator of private secondary school is the leader of the school. Private secondary schools are schools owned by private individuals and groups. Proprietors/proprietresses are charged with the responsibility of organizing, controlling, coordinating, supervising, budgeting, evaluating and directing the affairs of their schools, with the state ministry of education overseeing their activities by setting standards.

As an educational leader, the administrator has a substantial impact on whether or not school goals are met. As a change agent, the administrator is responsible for creating school policies, training and empowering teachers and other staff members, building strong connections with community members and other school stakeholders, and meeting academic objectives (Wiyono, 2019). This fits well with the theory of transformational leadership put forward by Muallidin (2016). In this approach, leaders inspire their followers to achieve the organization's vision via the establishment of common objectives, the promotion of creative thinking, and the resolution of problems.

Transformational leaders provide an environment where employees may grow as leaders by organizing and facilitating such events. In a transformational leadership relationship, according to Moolenaar et al (2010), both the leader and the followers uplift each other's morals and drive. The ability to work in a team, communicate effectively, solve problems, and implement changes is essential for school leaders in today's complicated society (Leithwood and Jantzi, 2005; Rowold and Schlotz, 2019). Sun and Leithwood (2012) noted the importance of transformational leadership in schools in the late 80s and early 90s, and the topic has been extensively studied in leadership studies (Stewart, 2006). Several research, such as the one by Anderson and Wahlstrom (2014), show that transformational leadership is positively associated with teacher organizational circumstances.

The four pillars of transformational leadership are as follows: idealistic influence, intellectual stimulation, inspiring motivation, and individualized concern (Tefera, 2018). Both individualized concern and intellectually stimulating factors are taken into account in this study. When a leader instills trust, encourages followers, and shares an inspiring vision, it creates an environment where instructors are more likely to work together toward a common goal. A leader must inspire their followers to accomplish critical corporate goals by going above and beyond their expectations and by guiding them toward a common vision.

Being responsive as a teacher means being able to meet the intellectual and emotional requirements of your class students, which includes accommodating their various learning styles and creating a safe space for them to study and develop. The success and well-being of students are impacted by their academic, social, and emotional development; responsive teaching goes beyond just teaching information by engaging students, but understanding their needs, and promoting a good learning environment (Gehertz, 2019).

Teachers can better meet their pupils' needs when they are receptive to those needs. What this means is that educators are paying close attention in the classroom and are prepared to react properly in response to student and school needs (Gehertz, 2019). Despite the abundance of literature on responsive education generally, there has been a dearth of studies that focus on responsive instruction in the classroom. Responsive instructional approaches have shown benefits in student learning, enhancing conceptual understanding (Smith, 2018), promoting student agency, voice and supporting equitable participation (Robertson et al., 2016). School administrators, in their role as transformational leaders, are responsible for raising the quality and effectiveness of their teaching staff. The responsibility for enhancing teacher competence and educational quality according to Ross and Gray (2006) lies with the school administrators.

It is against this background that the researchers sought to investigate transformational leadership and teachers responsiveness in private secondary schools in Yenagoa metropolis of Bayelsa State, Nigeria.

Statement of the Problem

When it comes to education, administrators work hand in hand with teachers to accomplish school goals through collaborative planning, motivation, action guidance, project financing, and the promotion of trust and respect. A school's success relies on the performance of its teachers, and strong leadership has a significant impact on this.

In recent times, researchers and school administrators have shown an increasing interest in transformative leadership. According to modern theories of leadership, administrators may inspire their teams to go above and beyond and promote self-control via the use of transformational leadership, which blends charisma with participative management (Robinson et al, 2008; Roach, 2018). However, private secondary schools in Bayelsa State in recent times have continued to struggle with issues such as low educational quality, lack of school and classroom commitment, poor passion and zeal for work, unmotivated teachers and leadership crisis among others. Proprietors of private schools are frequently blamed for these problems, especially when they don't act like good leaders. This has resulted to a large number of secondary school instructors, particularly those working in private schools, exhibiting a lack of dedication and a tendency to be too hands-off with their students, resulting to low students performance in both internal and external examinations as well as low school productivity. Hence, the question: What is the effect of proprietors transformational leadership strategies on teacher responsiveness in private secondary schools in Yenagoa metropolis of Bayelsa State?

Aim and Objectives of the Study

The broad objective of this study is to examine the effect of transformational leadership on teacher responsiveness in private secondary schools in Yenagoa metropolis, Bayelsa State, Nigeria. Specifically, the study sought:

1. To examine the relationship between individualized consideration and teacher responsiveness in private secondary schools in Yenagoa metropolis, Bayelsa State.
2. To investigate the relationship between intellectual stimulation and teacher responsiveness in private secondary schools in Yenagoa metropolis, Bayelsa State.

Hypotheses

The null hypotheses formulated for this study are stated as follows:

H₀₁: There is no significant relationship between individualized consideration and teacher responsiveness in private secondary schools in Yenagoa metropolis, Bayelsa State.

H₀₂: There is no significant relationship between intellectual stimulation and teacher responsiveness in private secondary schools in Yenagoa metropolis, Bayelsa State.

Conceptual And Theoretical Review Leadership Style

According to DuBrin (2001), leaders are defined by their leadership styles, which are characterized by a continuous pattern of conduct. To differentiate between "ordinary" and "extraordinary" leadership, Sun and Henderson (2017) defined two approaches: transactional and transformational. The methods used to inspire subordinates by transactional and transformational leaders are distinct. Inspiring their followers to go above and beyond, transformational leaders center their leadership on their own personal beliefs and values. According to Roach (2018), transformational leadership is all about "leaders and followers work together to raise each other's awareness, achieving higher levels of motivation and morality." In contrast to transformational leaders, who inspire their followers to put the organization's purpose and vision ahead of their own self-interest, transactional leaders focus on satisfying expectations through incentives (Akpan, 2015).

The importance of strong leadership in fostering academic achievement in schools has been extensively studied in the field of educational reform. Successful school reform, according to Ali and Dahie (2015), improves student learning and promotes teacher growth via strong leadership. School leadership and its effects are being better understood, according to Ross and Gray (2006), who reviewed studies from the past decade in education. School leaders are expected to possess a high level of expertise and understanding by the communities they serve, which is becoming more important as schools undergo restructuring and accountability mandates (Stewart, 2006). The three pillars of transformational leadership—leadership that empowers teachers, leadership that encourages participation, and organizational growth via learning are, according to Hallinger (2003), the bedrock of effective school change. Widodo et al (2017) argues that transformational leadership is an appropriate paradigm for educational reform because it encourages educators to continuously improve their skills in response to students' and communities' changing needs. Supporting a healthy school culture, providing a vision, encouraging participatory leadership, and responding to school improvements are all hallmarks of this leadership style.

The ability to inspire one's followers to go above and beyond in all aspects of their lives is a hallmark of transformational leadership (Bass, 2003). The administrator's function is the dividing line between transactional and transformative leadership. There is a difference between transactional and transformational leadership styles, with the former focusing on providing feedback on performance and the latter encouraging followers to reach their maximum potential (Ali, Jan, and Tariq, 2014). Although many transactional executives do things like issue performance reviews, good administrators also use transformative tactics. Combining the two approaches can help academic administrators become more successful leaders, as transactional leadership tends to ignore discrepancies between academic actions and performance indicators. Nevertheless, transformational leadership has a significant impact on leaders' thoughts and actions, fostering a shared goal for achievement (Glynn and Raffaelli, 2010). Zakaria and Ajunaku (2012) state that transformational leadership promotes intellectual engagement, which in turn increases performance by addressing future difficulties, encouraging innovation, and promoting continuous learning. The basis for effective, values-driven leadership is laid by transformational leadership, as opposed to transactional leadership that depends on punishments and rewards.

Transformational Leadership

The capacity to direct a group toward the accomplishment of a shared objective or vision is defined by Robinson et al (2008) as leadership. To enhance organizational success, effective leadership calls for both persuasiveness and excellent managerial abilities. To establish an ideal and professional work environment, modern leaders must envision the future and motivate their workers to achieve it (Moolenaar et al, 2010). Transformational leadership according to Tefera (2018) is a style of leadership in which the leader and follower engage in an interactive process that enhances the moral and motivational qualities of both parties. This method pushes leaders to reevaluate current problems from new angles and inspires followers to put aside narrow self-interest in favor of collective, organizational, and global objectives. By painting a vivid picture of the future, transformational leaders motivate their people to see things from their point of view, which in turn motivates them to work harder. In addition, Zakaria and Ajunaku (2012) stressed the need of transformational leaders sharing an attainable future vision with their followers in order to motivate them to go above and beyond.

Following Burns's lead, Bass differentiated between transformational and transactional leadership based on empirical evidence (Yukl, 2006). There were noticeable behavioral differences between the two leadership styles, most notably in the ways in which leaders impacted and were influenced by their followers. To inspire their followers to go above and beyond what they would have done on their own, transformational leaders depend on their admiration, respect, loyalty, and trust. Several studies, like those by Abu-Tineh et al. (2008), Sun and

Henderson (2017) and Arif and Akram (2018) have shown that transformational leadership is a great way for leaders to motivate their teams to achieve at a high level.

Components of Transformational Leadership

Intellectual stimulation: For those who follow to think outside the box, to propose fresh approaches to old problems, and to never stop questioning the status quo. Transformational leaders foster an atmosphere where followers are encouraged to think creatively by supporting the use of metaphor and comparison. This method encourages a spirit of innovation by showing followers how to solve problems in new and different ways. "I suggest new ways to finish tasks" and "I re-evaluate important assumptions to determine their relevance" are common descriptions of intellectually engaging leaders (Stewart, 2006).

Individualized consideration: The capacity to recognize and appreciate the distinctive traits of one's followers is crucial to a transformative leader's success. Accurately identifying the wants, requirements, values, and talents of followers is essential for engaging them in a company's development. To better understand the group's unique requirements, transformational leaders frequently take on the role of mentors and coaches for their followers (Sun and Henderson, 2017). Different people have different priorities in life; some want stability, while others thrive in change; some care more about monetary compensation, while others cherish vacation time. This method encourages two-way communication, which helps leaders to understand these differences. A leader may successfully utilize these different requirements to achieve company goals by actively watching, evaluating, and predicting them. To put transformational leadership abilities to good use, one must work on developing the character traits that underpin this tailored strategy.

Teacher Responsiveness

Teachers' responsiveness refers to the ability of educators to adapt to and meet the diverse academic and emotional needs of students, is essential for fostering a supportive learning environment. This adaptability is a key element in effective teaching, influencing students' motivation, engagement, and academic success (Smith, 2018). Responsive teaching requires educators to remain attuned to students' progress, provide timely feedback, and incorporate instructional strategies that address individual learning needs. As a dynamic process, teachers' responsiveness is influenced by the classroom environment, students' backgrounds, and the broader educational context, contributing to a holistic educational experience that extends beyond academics.

Teachers' responsiveness encompasses the strategies and actions educators take to engage with students, promote inclusivity, and support diverse learning needs. Research indicates that responsive teachers create environments where students feel seen, valued, and motivated to learn (Robertson et al, 2016). By adapting instructional methods, providing constructive feedback, and encouraging open communication, teachers foster an atmosphere that is conducive to active learning. Responsiveness also includes the ability to identify and support students' emotional and social needs, creating a safe space where students feel comfortable expressing themselves and participating actively (Gehertz, 2019).

The concept of responsiveness in teaching has been linked to the idea of a "student-centered" approach, where teachers emphasize the learning process from the student's perspective rather than strictly following a standardized curriculum. According to Tokhibin and Wuradji (2013), teachers who adopt a responsive approach are better able to build positive teacher-student relationships, which has been shown to correlate with improved student outcomes and a reduction in disruptive behaviors. This approach emphasizes the importance of knowing students as individuals, understanding their unique backgrounds, and tailoring lessons to accommodate different learning styles and abilities.

Theoretical Review: Leader-Member Exchange (LMX)

One way in which the Leader-Member Exchange (LMX) theory differs from other theories of leadership is in the importance it places on the unique, two-way interactions between those in charge and those who follow them. The original name for this idea was Vertical Dyad Linkage (VDL) (Dansereau, Graen and Haga, 1975). It states that leaders create distinct groups of followers based on the ties they make with them. If a leader has a small number of trustworthy followers with whom he or she has an intimate, high-quality interchange, then those followers are considered part of the in-group, and other followers are considered part of the out-group. The leader's limited time and resources tend to cause these variations in relationship quality, which tend to be long-lasting (Gerstner and Day, 1997).

Research by Gerstner & Day (1997), Schriesheim, Castro, and Cogliser (1999), and others have found that high-quality LMX relationships are positively correlated with follower satisfaction, organizational commitment, role clarity, performance ratings, and objective performance, and negatively correlated with role conflict and turnover intentions. Gerstner and Day (1997) found that when people have good LMX interactions, it improves their work experience, which in turn improves their performance and emotional outcomes. Cogliser and Schriesheim (2000) went even farther, finding correlations between LMX quality and things like team spirit, leadership style, and company culture. The phases of a leader-follower relationship's growth were outlined in a

life-cycle model by Graen and Uhl-Bien (1991). The first stage is a trial run; if things don't work out, the couple will stay on the out-group level. In the second phase, all parties involved learn to trust and respect one another; if this goes well, the relationship may advance to the third phase, where members prioritize the organization's objectives over their own. Following the tenets of transformative leadership, this last phase is appropriate.

Empirical Review

Empirical research highlights the significant impact of transformational leadership on teacher performance, linking it to increased motivation, improved instructional practices, and greater job satisfaction. In a study by Leithwood and Jantzi (2005), transformational leadership was found to have a positive influence on teachers' instructional behaviors and their capacity to adapt to new teaching methodologies. Transformational leaders empower teachers through clear vision, inspiration, and personalized support, fostering a school environment that encourages continuous improvement (Sun and Leithwood, 2012). This research demonstrates that teachers led by transformational principals are more likely to innovate and engage in reflective teaching practices, contributing positively to student outcomes.

Additionally, Ali and Dahie (2015) conducted an empirical analysis of transformational leadership in East African schools, revealing a strong correlation between transformational leadership practices and teacher performance indicators such as instructional quality and classroom management. By fostering an environment of trust and motivation, transformational leaders in education help teachers develop resilience and a stronger commitment to high teaching standards. This study provides evidence that transformational leadership can significantly improve teacher performance across diverse educational contexts.

Transformational leadership has been linked to greater commitment among teachers, which is essential for sustaining high levels of performance and job satisfaction. Research by Nguni, Slegers, and Denessen (2006) demonstrates that transformational leadership fosters teachers' emotional commitment by promoting a shared vision and encouraging meaningful participation in school decision-making processes. In their study of Tanzanian secondary schools, they found that teachers under transformational leaders exhibited higher levels of organizational commitment, which, in turn, led to lower turnover intentions. Further, transformational leaders engage teachers by acknowledging their individual contributions, which strengthens their dedication to the school's mission and values. This aspect of transformational leadership, known as individualized consideration, has been shown to increase teachers' sense of belonging and loyalty to their institutions (Bogler, 2001). By prioritizing individual growth and professional development, transformational leaders create a supportive environment where teachers feel valued, which enhances their commitment and willingness to contribute to organizational goals.

II. Methodology

The research design of the study is descriptive survey research design. The population of the study comprised of all the 56 approved private secondary schools in Yenagoa metropolis comprising of 358 private secondary school teachers. The sample size of 125 private secondary school teachers was drawn using the simple random sampling technique from twenty-five (25) selected private secondary schools in Yenagoa metropolis, Bayelsa State. A well-structured 15-itemed questionnaire titled 'Transformational Leadership and Teacher Responsive Questionnaire' (TLTRQ), was designed to collect primary data from the study respondents (participants). The questionnaire was validated by research experts in educational management, and the reliability co-efficient of 0.79 was obtained using the Crombach Alpha statistics as a measure of its internal consistency. A total of 125 copies of the questionnaires were administered and retrieved, which is 100% retrieval. Data collected was analyzed using descriptive and inferential statistics. Mean score and standard deviation were used for the descriptive analysis, while Pearson Moment Correlational Coefficient (PMCC), with aid of SPSS version 23 was used to test the hypotheses at 0.05 level of significance.

III. Analysis And Results

The data was collated and coded, before input into SPSS application software for analysis.

Descriptive Analysis

Table 1: Descriptive Result on Individualized Consideration

My Proprietor/Proprietress	N	Min	Max	Sum	Mean	Std. Dev	Remark
1. Considers teachers opinions with respect to welfare decisions made encourages teachers responsive behaviours in the school system	125	1.00	5.00	466.00	3.8512	1.18786	Agreed
2. Considers teachers values especially on informal needs like marriages, birthday parties etc help to boost teachers morale towards being responsive to the needs and values of students and other members of the school	125	1.00	5.00	532.00	4.3967	.75806	Agreed
3. Gives consideration to teachers demands concerning increases in salaries in turn increases teachers responsiveness in the discharge of his/her duties	125	1.00	5.00	349.00	2.8843	1.39158	Disagreed

4. Providing mentor-ship opportunities get teachers better refreshed for a new term and new academic session for increases in teachers responsive instruction delivery in the classroom	125	1.00	5.00	465.00	3.8430	1.27807	Agreed
5. Individualize consideration enable teachers to become more stable in the school with respect to their tenures	125	1.00	5.00	350.00	2.8926	1.50998	Disagreed
Grand Mean					3.5736		Agreed
Valid N (listwise)	125						

Source: Survey Data (2024) Mean Cut-off Point = 3.00

The table above presents the descriptive statistics of respondents' response on individualized consideration experienced by teachers of the studied secondary schools in Yenagoa Metropolis, Bayelsa State. The grand mean of 3.5736 indicates an overall positive perception among private school teachers regarding individualized consideration. This mean, exceeding the cut-off point of 3.00, suggests that the respondents agreed with the statements regarding individualized consideration practices within their schools.

Table 2: Descriptive Results on Intellectual Stimulation

My Proprietor/Proprietress	N	Min	Max	Sum	Mean	Std. Dev.	Remark
6. Communicate academic-focused vision/direction in simple and clear language stimulate teachers responsive class attendance in the school	125	1.00	5.00	369.00	3.0496	1.56446	Agreed
7. stimulate creative thinking skills in teachers especially outside the box enhances teachers responsive lesson plans in the classroom	125	1.00	5.00	488.00	4.0331	1.210125	Agreed
8. Intellectual stimulation enables the development of responsive methods of teaching among teachers in private schools	125	1.00	5.00	418.00	3.4545	1.48324	Agreed
9. Stimulates responsive student evaluation skills among teachers	125	1.00	5.00	530.00	4.3802	.71012	Agreed
10. Intellectual stimulation creates the atmosphere that set the pace for acquiring responsive professional development that motivate employees	125	1.00	5.00	397.00	3.2810	1.52328	Agreed
Grand Mean					3.6397		Agreed
Valid N (listwise)	125						

Source: Survey Data (2024) Mean Cut-off Point = 3.00

Table 2 presents the descriptive statistics of respondents' response on intellectual stimulation experienced by employees of the studied private secondary schools in Yenagoa Metropolis, Bayelsa State. The grand mean, calculated at 3.6397, exceeds the cut-off point of 3.00, indicating an overall agreement among respondents regarding opportunities for professional growth and development among others, within their schools.

Table 3: Descriptive Results on Teacher Responsiveness

My Proprietor/Proprietress	N	Min	Max	Sum	Mean	Std. Dev.	Remark
11. There is a considerable increase in performance due to the level of adjustment that is set-up at work as regards change	125	1.00	5.00	519.00	4.2893	.87975	Agreed
12. Our leaders encourage resourceful ideas that will enable us to be creative in our job.	125	1.00	5.00	348.00	2.8760	1.53063	Disagreed
13. Task assigned as been better due to continuous support for self-development	125	1.00	5.00	520.00	4.2975	.73762	Agreed
14. Proprietors and other board member stimulate proactive behavior among teachers	125	1.00	5.00	323.00	2.6694	1.58844	Disagreed
15. School management ensures that all teachers are been resourceful to academic practices	125	1.00	5.00	369.00	3.0496	1.60650	Agreed
Grand Mean					3.4364		Agreed
Valid N (listwise)	125						

Source: Survey Data (2024) Mean Cut-off Point = 3.0

The table above presents the descriptive statistics of respondents' response on responsiveness as the dependent variable of the study. The grand mean of 3.4364 indicates an overall agreement among respondents regarding job responsiveness among teachers. This mean, exceeding the cut-off point of 3.00, suggests that the respondents agreed with the statements regarding responsiveness within the studied private schools.

Inferential Analysis

Table 4: Correlation Result On The Relationship Between Individualized Consideration And Teacher Responsiveness In Yenagoa Metropolis
Correlations

		Individualized Consideration	Teacher Responsiveness
Individualized Consideration	Pearson Correlation	1	.518**
	Sig. (2-tailed)		.000
	N	61	61
Teacher Responsiveness	Pearson Correlation	.518**	1
	Sig. (2-tailed)	.000	
	N	61	61

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Version 23 Output of Survey Data, 2024.

Table 4 details the correlation results between individualized consideration and teachers responsiveness in private schools in Yenagoa metropolis, analyzed using Pearson’s r. The table shows a correlation coefficient of .518**, indicating a very strong positive relationship between individualized consideration practices and the level of responsiveness among teachers in the studied private schools. The p-value associated with this correlation coefficient is .000 below the significant level of 0.05. Therefore, the null hypothesis is rejected. This result signifies that the correlation is statistically significant.

Table 5: Correlation Result On The Relationship Between Intellectual Stimulation And Teacher Responsiveness In Yenagoa Metropolis.
Correlations

		Intellectual Stimulation	Teacher Responsiveness
Intellectual Stimulation	Pearson Correlation	1	.609**
	Sig. (2-tailed)		.000
	N	61	61
Teacher Responsiveness	Pearson Correlation	.609**	1
	Sig. (2-tailed)	.000	
	N	61	61

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Version 23 Output of Survey Data, 2024.

Table 5 presents the correlation results between intellectual stimulation and teachers responsiveness in private schools in Yenagoa metropolis, analyzed using Pearson’s r. The correlation coefficient between intellectual stimulation and responsiveness is .609**, indicating a very strong positive correlation. This suggests that as intellectual stimulation practices improve or are effectively implemented by private school proprietors in Yenagoa metropolis, there is a significant increase in teachers responsiveness. The p-value associated with this correlation coefficient is .000 below the significant level of 0.05. Therefore the null hypothesis is rejected. This result signifies that the correlation is statistically significant.

IV. Discussion of findings

The findings of this study revealed proprietors individualize considerations that affect teachers responsiveness in private secondary schools to include: considering teachers opinions with respect to welfare decisions made encourages teachers responsive behaviours in the school system; considering teachers values especially on informal needs like marriages, birthday parties etc help to boost teachers morale towards being responsive to the needs and values of students and other members of the school and providing mentor-ship opportunities get teachers better refreshed for a new term and new academic session increases teachers

responsive instruction delivery in the classroom among others. Also, the study revealed a significant relationship between and teachers responsiveness in private secondary schools in Bayelsa State. This is likely to be so since teachers tend to see their connection with their schools as going beyond contractual agreements, develop a strong emotional attachment with their schools, don't see themselves as leaving their schools for another as well as the fact that individualized considerations enable teachers not to mind spending all their working carrier in their schools. This result is in conformation with the research by Nguni, Slegers, and Denessen (2006) which demonstrates that transformational leadership fosters teachers' emotional commitment by promoting a shared vision and encouraging meaningful participation in school decision-making processes. In their study of Tanzanian secondary schools, they found that teachers under transformational leaders exhibited higher levels of organizational commitment, which, in turn, led to lower turnover intentions.

The findings of this study also revealed proprietors intellectual stimulation that affect teachers responsiveness in private secondary schools to include: communicating academic-focused vision/direction in simple and clear language stimulate teachers responsive class attendance in the school; stimulating creative thinking skills in teachers especially outside the box enhances teachers responsive lesson plans in the classroom; intellectual stimulation enables the development of responsive methods of teaching among teachers in private schools; intellectual stimulation creates the atmosphere that set the pace for acquiring responsive professional development that motivate employees; stimulating responsive student evaluation skills among others. Also, the study revealed a significant relationship between intellectual stimulation and teachers responsiveness in private secondary schools in Bayelsa State. This finding is likely to occur since intellectual stimulation has the tendency to stretch intellectual horizons that create fresh approaches to solving old problems in the school. It also encourages the spirit of innovation among teachers. Intellectual stimulation no doubt inspires and demonstrates a passion for academic excellence in every aspect of the teaching process. This is supported by research conducted by Abdullah, Ling, and Sufi (2018), who found that transformational principals inspire teachers to do a good job. The result is in line with the outcome of Ali and Dahie (2015) who conducted an empirical analysis of transformational leadership in East African schools, revealing a strong correlation between transformational leadership practices and teacher performance indicators such as instructional quality and classroom management. By fostering an environment of trust and motivation, transformational leaders in education help teachers develop resilience and a stronger commitment to high teaching standards.

V. Conclusion

The study was conducted to investigate the relationship between transformation leadership and teachers responsiveness in private secondary schools in Yenagoa metropolis, Bayelsa State. The study adopted two components of transformational leadership which were individualized consideration and intellectual stimulation, to correlate with teacher responsiveness. The findings from the analysis revealed that there is a significant and positive relationship between the components of transformational leadership (individualized consideration and intellectual stimulation) and teacher responsiveness in the studied private secondary schools. However, the study concludes that a significant relationship exists between transformation leadership and teachers responsiveness which should be encouraged at all times in private secondary schools in Yenagoa metropolis, Bayelsa State, Nigeria.

VI. Recommendations

Educational stakeholders should invest in training programs that equip school leaders with transformational leadership skills, that can help them create an inspiring and supportive environment that encourages teachers responsiveness towards educational goal attainment.

Transformational leaders should promote a culture of collaboration, where teachers feel included in decision-making processes and valued for their contributions. Creating committees or professional learning communities where teachers can actively participate in shaping school policies and instructional practices enhances their commitment and sense of ownership over their work.

School leaders should provide personalized support and mentorship opportunities tailored to the unique strengths and areas for growth of each teacher. By offering one-on-one coaching, career development plans, and constructive feedback, transformational leaders can help teachers overcome challenges, build confidence, and remain motivated in their roles.

Transformational leaders should communicate a clear and compelling vision that centers around student success and educational excellence. Setting high yet achievable goals for both teachers and students fosters a sense of shared purpose. Leaders who celebrate progress, recognize efforts, and maintain a forward-looking approach inspire teachers to commit fully to their professional responsibilities and continuously improve their instructional practices.

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