



Centered Leadership and Educational Outcomes: Implications for Educational Planning

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ABSTRACT

The study examined centered leadership and educational outcomes: implications for educational planning in Nigeria. The study was delimited to the area of transformational- centered leadership, the study was a descriptive survey, involving 85 respondents (80 teachers and 5 school principals) purposively drawn from four schools across the capital (Yenagoa) of Bayelsa State. Data were collected from samples using the Multifactor Leadership Questionnaire developed by Bass and Avolio (1994). Equally, the educational outcome in the form of student achievement in the senior secondary school exams was sourced from the ministry of education in the state. Collected data were analyzed using inferential and non-inferential statistics. The findings show a positive correlation between transformational-centered leadership and educational outcomes ($p < 0.05$). The dimensions of transformational-centered leadership were found to be instrumental in promoting educational goals and objectives among school heads who adopt this form of leadership style, leading to the conclusion that transformational centered leadership can be instrumental in the achievement of desirable educational outcomes in Nigeria if the dimensions are well understood and applied by heads of educational institutions.

Keywords: Leadership, Leadership Theories, Centered-Leadership, Transformational-Centered Leadership, Educational Outcomes, Educational Planning.

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INTRODUCTION

Over the last half-century, a great deal has been written about the importance of leadership in general, and with organizational performance in particular. Academics, practitioners, and reviewers from every field of study have concluded that leadership is a central variable in the equation that defines the success and or failures of organizations (Ololube, 2019; Yukl, 2002).

Leadership is often seen as one of the most important and effective responses to the challenges and opportunities presented by the global educational context. Defining leadership from an educational perspective is a recent academic activity, though the phenomenon of educational leadership has been ever-present in human relations (Ololube, 2019). Stogdill (1974) reminded us that the word leader has its origins back to the 1300s and the word leadership dates back to the 1800s. He reviewed over 3,000 studies directly related to leadership and suggested that there are almost as many different definitions of leadership as there are persons who have attempted to define the concept (Stogdill, 1974). Bennis and Nanus (1985) found 350 definitions from thousands of studies. Rost (1991) found 221 definitions in 587 books and articles written from 1900 to 1990. These reviews of leadership studies and definitions have certainly not closed the book on leadership research. Many researchers lament the progress (or lack of progress) made in understanding and defining leadership.

Bennis and Nanus (1985) concluded that never have so many labored so long to say so little. Rost (1991) is even more indicting when he comments that these attempts to define leadership have been confusing, varied, disorganized, idiosyncratic, muddled, and, according to conventional wisdom, quite unrewarding. Yet these researchers and many others continue their work studying, defining, identifying, and developing leadership notwithstanding from what angle they tend to view the concept. Yukl (2002) encouraged the continued focus on leadership study, rather than cynically reflecting on past efforts. He suggested that one should draw upon the many existing conceptualizations of leadership to give us a better, more thorough grasp of this necessarily elusive social phenomenon. Thus, Yukl (2002) attempted to grasp that leadership involves trying to integrate many of the previous leadership theories into an overarching supermodel of leadership.

As players in the social and interpersonal world, researchers in the field of education have their conceptions of leadership. While many of these researchers recognize this, few study leadership with that notion in mind. Fairholm (2015) observed that researchers in the past have failed to account for the personal, more intimate idea of defining leadership for oneself. He further noted that most of these researchers ignored the personal frames of reference, world views, and cultural constructs that call for each of us to answer for ourselves the question, ‘What is leadership’?

Recently, Fairholm (2015) has recognized this lack of focus and began work on understanding different leadership perspectives, or virtual realities within which people operate and measure the success or failure of leadership. Thus the definitions of leadership are many and varied. For an introduction, however, a sample of definitions will suffice to convey some of the key ideas in circulation.

To Murphy et al. (2006), leadership is defined as the process of influencing others to achieve mutually agreed-upon purposes for the organization. This definition noted first that leadership is a process; it is not a personal trait or characteristic of an individual. Secondly, the definition clearly shows that leadership involves influence; it requires interactions and relationships among people. Finally, the definition emphasizes that, leadership involves purpose; it helps organizations (such as educational institutions) and the people affiliated with them move toward reaching desired goals.

In another notable definition, Rost (1991) described leadership as an influence relationship among leaders and collaborators who intend significant changes that reflect their mutual purposes, while Kouzes and Posner (1991) believed it is the art of mobilizing others to want to struggle for shared aspirations.

Common themes of influence, change and leader-follower collaboration emerges from these and other definitions. Senge et al. (1999), for example described leadership as the capacity of a human community to share its future, and specifically to sustain the significant processes of change required to do so. Most of these (and other) definitions explicitly or implicitly reflect the ideas of an underlying theory or school of leadership. The most influential of these general theories of leadership are introduced briefly in Table 1.

Table 1: General theories of leadership

Theory/school	Description	References
Trait school	Celebrates outstanding individual leaders and studies their traits or characteristics to understand their accomplishments as leaders.	Stodgill (1948); Tannenbaum and Schmidt (1973); Harter(2008)
Behavioral school	Describes leadership in terms of people- and task-orientation, suggesting that different combinations of these produce different styles of leadership.	Lewin <i>et al.</i> (1939); Blake and Mouton (1985); Kouzes and Posner (1995)
Situational school	Emphasizes the importance of context in shaping leaders' responses to be more relationship or task motivated, or more authoritative or participative.	Hersey and Blanchard (1969); Vroom and Yetton, (1973) Graeff (1983)
Contingency or Interactionist school	Proposes that leaders' influence is contingent on various factors (like positional power), which in turn determines appropriate leadership styles.	Fiedler (1967); House and Mitchell (1974); Barbour(2008)
Transactional or Transformational school	Contrasts leadership as a negotiated cost-benefit exchange and as an appeal to self-transcendent values of pursuing shared goals for the common good.	Bass (1974); Burns (1978); Price (2003)

Source: University of Cambridge Institute for Sustainability Leadership (2017).

Implicit in many of these definitions is the notion of leadership traits, which is one of the oldest forms of leadership inquiry often referred to as Great Man or Trait Theory (Carlyle, 1841; Tannenbaum & Schmidt, 1973; Harter, 2008). Despite criticism (e.g. Stodgill, 1948; Levine, 2008), the fascination with leadership traits persists. For example, a meta-study by the Centre for Excellence in Management and Leadership (CEML, 2002) identified over 1,000 leadership traits in the literature, which they distilled to 83 more or less distinct attributes. Less comprehensive lists have been produced by Levine (2008) and categorizations proposed by Stodgill (1974).

Therefore this definition of leadership highlights the fact that leadership can be shared amongst multiple actors and relies on complex, organic interrelationships between leaders and followers.

Centered leadership especially as it relates to education, refers to the leadership that provides direction and expert advice on developments of learning, teaching, and the curriculum emphasizes relevance to education in management, diagnoses educational problems and encourages professional development and teaching improvement (Cheng, 1994). Centered leadership is of particular importance in educational administration in Nigeria because of its far-reaching effects on the accomplishment of school programs, objectives and attainment of educational goals (Peretomode, 1991). The significance of centered leadership as it relates to educational outcomes is due to the belief that the quality of leadership makes a major difference to educational outcomes. Moreover, there is also increasing recognition that educational institutions in Nigeria require effective leaders if they are to provide the best possible education for their learners (Ibukun, 1997). According to Osagie and Momoh (2017) and Boyce and Bowers (2018), educational leader's worldwide search for ways to grow schools as learning

centers that can effectively nurture and sustain the development of students. To achieve this ambition, leaders in educational institutions especially those in the primary and secondary schools tend to experiment with different types of leadership patterns (including self-centered leadership) which they believe can help them to achieve the educational aims, goals, and objectives of their institutions and as envisioned in the educational policies of their states and the country.

The diversity in view about centered leadership as it relates to education results from several perspectives. These include instructional-centered leadership which focuses on the school's core business of teaching, learning, pupils' progress and achievements; transformational-centered leadership which is concerned with the commitment of colleagues, leading change, improving performance; moral-centered leadership which emphasizes the importance of values, vision and ethical leadership; participative-centered leadership which stresses the importance of including colleagues, shared decision-making and social capital; managerial-centered leadership which focuses on the importance of defining functions, tasks and behaviours; contingency-centered leadership which highlights how leaders respond to the particular organizational circumstances and challenges they face and encounter over time (Robinson, 2001).

The current study hinges on transformational-centered leadership. Transformational leadership has its origins in James McGregor Burns's 1978 transformational leadership publication in which he analyzed the ability of some leaders, across many types of organizations, to engage with staff in ways that inspired them to new levels of energy, commitment, and moral purpose (Burns, 1978). It was argued that this energy and commitment to a common vision transformed the organization by developing its capacity to work collaboratively to overcome challenges and reach ambitious goals. Burns's theory was extended further by Bass and colleagues who developed survey instruments to assess transformational leadership (Bass & Avolio, 1994). Variations of the instruments developed by Bass and colleagues have been used in many published empirical studies of transformational leadership in education, though few have investigated the impact of such leadership on students' academic or social outcomes. Bass (1985) defined a transformational leader as one who motivates followers to do more than they were originally expected to do. He postulated that transformational leaders influence others to transcend their self-interest for the good of others, the organization, or the country. Transformational leaders are responsible for performance beyond expectations as they transit a sense of mission, stimulate learning experiences and arouse new ways of thinking (Hater & Bass, 1988). Schein (1978) described behaviors associated with transformational leaders as integral to creating and influencing organizational culture. Those who displayed leadership that is transformational contributed positively to the achievement of business unit goals (Howell & Avolio, 1993). Yammarino (1994) defined transformational leadership as the one which motivates followers to do more than they are expected to do in a way that upgrades the individual's level of awareness of the importance and value of outputs and how they are produced. Avolio, Waldma, and Yammarino (1991) cited in Osagie and Momoh (2017) give the following description of transformational behaviors:

Charisma

Charisma depicts the impression of the employee of the leader in terms of the power of influence, self-confidence, trust in others, consistency and ideas which individuals make an

effort to imitate. Thus, leaders become a target of admiration, respect, sense of responsibility, confidence, growing optimism and discussion by the followers.

Idealized Influence

Idealized influence includes the leaders' values, beliefs, moral considerations, moral behavior, and selfless acts. It is also the extent to which the leader articulates goals and arouses followers' interests. Establishing a common vision is an integral part of idealism. A transformational leader plays a role in helping others consider the future. This happens when transformational leadership implies being tolerant and risk-sharing with followers.

Inspirational Motivation

A leader sets an example for followers. He or she communicates vision, encourages hard work and expresses important goals. Transformational leaders motivate others through purposeful tasks that tend to be challenging. Team spirit is excited by arousing enthusiasm and optimism. Transformational leaders try to build relations with their followers via interactive contact which serves as a cultural link between them. This leads to a change in the values of both parties towards a common ground. The leader creates a crystal clear vision of the future in his followers through the realization of expectations and demonstrating a commitment to goals and common vision. This dimension is measured by the leaders' ability, confidence in his or her values and vision.

Individualized Consideration

The leader provides constant interactions and combines individuals' needs with the organizational function. He or she shows personal interest in followers' requirements of growth and achievement. To do this, a leader acts as a referee and supervisor. The leader helps develop the follower's abilities towards high levels of potential. A leader must consider individual differences between followers in terms of their requirements and desires. The positive effect of individualized consideration and transformational behaviors lies in empowering followers. This can be measured by the leader's interest in the followers' needs for development and growth and the leader's care in training them and guiding them.

Intellectual Stimulation

Transformational leadership stimulates individuals to be able to be creative and excellent by introducing ideals and early solutions to problems. However, it highlights rationality and new approaches for followers. It also re-evaluates old beliefs and values and looks at difficulties as problems that need to be solved and seeks logical solutions to these problems. Transformational leaders do not criticize followers in public for their mistakes. Rather, they provide them with challenging tasks and encourage them to solve problems.

Therefore transformational-centered Leadership that supports staff effectiveness and student learning is critically important in this process. The behavior of leaders has been identified as one of the major factors influencing the productivity of subordinates in any organization and the school system is not an exception (Babayemi, 2006). Without leadership, educational institutions in Nigeria can, therefore, best be described as a scene of confusion and

chaos. When leadership in an educational institution is effective, there is progress, however, when the leadership is defective, the institution declines and decays (Osagie & Momoh, 2017).

Thus, to build strong teacher commitment towards the realization of school goals, school leaders such as headmasters and principals must provide strong, directive leadership in setting and developing school goals, creating a unity of purpose, facilitating communication and managing instruction (Purkey & Smith, 1983). Strong leadership embodied in the school leaders is instrumental in setting the tone of the school (Scheerens & Creemers, 1989).

Nowadays, the education system in Nigeria is bedeviled with series of problems such as violence, insecurity of life and property, poverty, inadequate funding, the poor academic performance of students, cheating in examinations and poor attitude of teachers to teaching (Ololube, 2009, 2011). Unfortunately, these problems go on unabated in the schools and such situations, a significant challenge for school heads is to identify the situations in their schools, such as school culture, how it affects educational outcomes and the type of leadership behaviors school heads adopt in order to choose a path for the improvement of the schools.

Using the case of the secondary school system as an example, the head of leadership in secondary schools is the principal, who administers the school with other teaching and non-teaching staff. The principal is regarded as the chief executive who is responsible for all that happens in the school. The principal manages both human and material resources to ensure the achievement of organizational goals. Thus, the position of the principal in the school is unique because, without it, the school cannot function properly (Obilade, 1998). The principal is the critical person when it comes to efforts to improve the quality of the school. Since a school is known to be an instrument of change and reform in society, the principal is pivotal in driving reforms and changes (Uyanga, 2008). This responsibility is very obligatory and principals are expected to be the catalysts for change and deploying managerial skills for implementing change within the school. Hence the leadership pattern adopted by the principal and his/her leadership behavior has a very positive relationship to school effectiveness. It is against this backdrop that this study set out to examine critically the self-centered leadership styles and educational outcome. The paper provides useful information on learning from success as leverage for educational planning in Nigeria.

Purpose of the Study

The study investigated the two centered leadership (transformational-centered leadership) and educational outcomes in Nigeria using secondary school principals in Bayelsa state who adopts this leadership styles and its effect in producing good educational outcomes such as good results for students in the Senior School Certificate Examination (SSCE), a public examination administered by the West African Examination Council (WAEC) over a period of four years (2014-2017) as case study. It was hypothesized that transformational-centered principals employed techniques with creative and innovative approaches to curriculum and instruction that contributed to high student performance because studies of effective leadership in schools are more important than ever, given the gaps that currently exist in the performance of students in secondary schools across Nigerian. Therefore, a study of transformational-centered leadership and its relationship to educational outcomes (such as students' performance) was of significant importance given that educational outcomes at the secondary level in Nigeria continue to demonstrate the confluence between achievement and mass failure. Findings could have important implications for practicing educational planning and management professionals, as well as colleges of education relative to leadership development and teacher preparation.

Research Question

The central research question that guided the study was:

In what ways does transformational-centered leadership influence educational outcomes (student achievement in secondary schools) in Bayelsa State?

Hypothesis

The following null hypothesis testable at 0.05 level of significance was stated to guide the study:

Ho: There is no significant relationship between transformational-centered leadership and students educational outcomes in Bayelsa state.

THEORETICAL CONSIDERATIONS

This paper considers four theories of leadership as central to the evolution of leadership thinking: trait theory, behavior theory, situational theory, and transformational theory. The first three of these theories lean toward a reductionist methodology of understanding leadership by aggregating data about leaders and situations. Sanchez (1988) suggests that the examination of leadership theory using these three theories provides a useful framework for examining the evolution of leadership thought. He cites Lewin's (1951) model of behavior as a reasonable foundation for examining three elements of leadership (Colvin, 1996). The model suggested that behavior depends upon the individuals involved and the circumstances of that person's environment or situation. In other words, the behavior is a function of person and situation. These three approaches mirror Fairholm's (1991) review of leadership theory in terms of what the leader is, what the leader does, and in which situation a leader is effective.

Although the trait theory, behavior theory, and situational theory are still commonly used as a framework for understanding leadership, a new way of approaching the leadership theory goes beyond these assumptions. A fourth theory, transformational leadership, begins to move the discussion towards a more holistic approach to understanding leadership. It moves the discussion from the leader to the phenomenon of leadership. The transformational theory thus examines the relationships between leader and follower and the activity of sharing or coming to share, common purposes, values, ideals, goals, and meaning in organizational and personal pursuits. Thus an examination of these various schools of thought follows to enable the accomplishment of the quest of this paper.

Trait Theory

Trait theory looks at the study of leadership as the study of great leaders, or at least, their traits and qualities (Fairholm, 2015). The first attempts to codify leadership and determine what "makes a good leader" centered on the belief that leaders are born, not made (Galton, 1870). This gave rise to various forms of a trait theory: the idea that leadership depends upon personal qualities, personality, and character. Commenting on the importance of the trait theory, Dowd (1936) concluded that different individuals in every society possess certain traits or qualities that define their position in society, including leadership. More comprehensively, Jennings (1960) defined the trait theory of leadership, by noting that wherein much of a leadership study can be

found in biographies of historical figures. These biographies may explicitly or implicitly describe a conception of leadership, but they all believe that to understand leadership, it is necessary to understand leaders (Fairholm, 2015). Figures such as George Washington (Clark 1995), Winston Churchill (Coote & Batchelor, 1949; Emmert, 1981; Gilbert, 1981; Hayward, 1997), and Martin Luther King, Jr. (Carson, 1987), are often dissected to discover secrets of leadership.

The search for the set of qualities that these great people and superior individuals possessed, led researchers to an exhaustive search for particular leadership traits. This search began first by identifying generalities. The strength of personality equating to leadership was a consistent theme (Bingham, 1927; Bogardus, 1934; Bowden, 1926; Kilbourne, 1935). From these general discussions of the influence of personality, more specific studies tried to identify the set of qualities or traits that defined leadership across the board. Stogdill's (1974) review of leadership trait studies identified the following areas as important in successful leaders: chronological age; height; weight; physique, energy, health; appearance; fluency of speech; intelligence; scholarship; knowledge; judgment and decision; insight; originality; dominance; initiative, persistence, ambition; responsibility; integrity and conviction; self-confidence; mood control or mood optimism; emotional control; social and economic status; social activity and mobility; biosocial activity; social skills; popularity and prestige; cooperation; patterns of leadership traits that differ with situation; and the potential for transferability and persistence of leadership. Later studies focused on physical characteristics, social background, intelligence and ability, personality, task-related characteristics, and social characteristics (Stogdill, 1974). The focus on the last two categories presages the beginnings of behavioral theory.

Behavior Theory

Behavior theory differs from trait theory in that leadership is described not as what leaders are like, but rather as what leaders do: their behavior and functions. Behavior theory describes leadership as being the sum of two important behaviors that great leaders seem to hold in common: getting things done and relating well with people (Fairholm, 2015).

Behavior theory is a potentially more scientific approach to leadership study because behaviors could be seen, observed, measured, and potentially mimicked (Stogdill & Coons, 1957). Along with behavior theory in general, were specific theories based on interaction and expectancy of roles, exchange activities between leader and follower, and the perceptions that followers have of leaders (House, 1996; Nolan & Harty, 1984). These behavior-based theories did provide a way for people to copy what other leaders have done, but the behaviors, in the end, do not prove to be generalizable (Fairholm, 2015).

Behavior theory is where much of the confusion between leadership and management theory originates. The rise of this research focus coincided with the efforts to understand the rigors of educational management and planning and executive authority in the 21st century. Therefore, "leadership theories" were in reality management theories; the idea being that the heads of educational institutions are indeed leaders and by studying what they do in their various establishments to achieve set educational goals and objectives, the mysteries of leadership in the educational setting will be unfolded.

Many of the organizational theorists focused on the top of the organizational hierarchy to understand educational management practices (e.g. Taylor, 1915; Gulick, 1937; Maslow, 1943; Follett, 1998). In these efforts, those at the top were more often than not called leaders. Therefore, what they did in their management or titular headship roles, the logic went was leadership.

Situational Theory

Situational theory suggests that behavior theory is not adequate for the complicated world of organizations and society, because specific behaviors are most useful only during specific kinds of situations (Fairholm, 2015). Situational leadership theory tries to define leadership through what leaders do in specific situations that differ because of internal and external forces. In this sense, leadership is not something definable without the specific context of the situation in which leaders seem to emerge.

Situational theory, especially in combination with trait and behavior theory, offered new avenues of research into what makes leaders effective. The situational theory seemed to ignore the emotive and inspirational attachment that leaders tend to evoke no matter what the situation. Yet, in so doing the theory gave rise to researchers who focused on those very issues. At times it was difficult to separate distinctly the theories from each other as they morphed from one to the other.

Transformational Leadership Theory

Transformational leadership is a theory of leadership where a leader works with teams to identify needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of a group (Wyld, 2013)). The theory is an integral part of the Full Range Leadership Model. Transformational leadership serves to enhance the motivation, morale, and job performance of followers through a variety of mechanisms; these include connecting the follower's sense of identity and self to a project and the collective identity of the organization; being a role model for followers in order to inspire them and to raise their interest in the project; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, allowing the leader to align followers with tasks that enhance their performance.

The concept of transformational leadership was initially introduced by James V. Downton, the first to coin the term "Transformational leadership", a concept further developed by leadership expert and presidential biographer James MacGregor Burns. According to Burns (1978), transformational leadership can be seen when "leaders and followers make each other advance to a higher level of morality and motivation. Through the strength of their vision and personality, transformational leaders can inspire followers to change expectations, perceptions, and motivations to work towards common goals. Unlike in the transactional approach, it is not based on a "give and take" relationship, but on the leader's personality, traits and ability to make a change through example, articulation of an energizing vision and challenging goals. Transforming leaders are idealized in the sense that they are a moral exemplar of working towards the benefit of the team, organization and/or community (Burns, 1978). Burns (1978) theorized that transforming and transactional leadership was mutually exclusive styles. Later, Bass (1985) expanded upon Burns' original ideas to develop what is today referred to as Bass' Transformational Leadership Theory.

Bass (1985) emphasized the psychological mechanisms that underlie transforming and transactional leadership. Bass introduced the term "transformational" in place of "transforming." and added to the initial concepts of Burns (1978) to help explain how transformational leadership could be measured, as well as how it impacts follower motivation and performance. According to Bass (1985), the extent to which a leader is transformational is measured first, in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty, and

respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected. These outcomes occur because the transformational leader offers followers something more than just working for self-gain; they provide followers with an inspiring mission and vision and give them an identity (Bass, 1985). The leader transforms and motivates followers through their idealized influence (earlier referred to as charisma), intellectual stimulation and individual consideration. Also, this leader encourages followers to come up with new and unique ways to challenge the status quo and to alter the environment to support being successful. Finally, in contrast to Burns, Bass suggested that leadership can simultaneously display both transformational and transactional leadership.

Bass (1985) further noted that transformational leadership encompasses several different aspects, including: emphasizing intrinsic motivation and positive development of followers, raising awareness of moral standards, highlighting important priorities, fostering higher moral maturity in followers, creating an ethical climate (share values, high ethical standards), encouraging followers to look beyond self-interests to the common good, promoting cooperation and harmony, using authentic, consistent means, using persuasive appeals based on reason, providing individual coaching and mentoring for followers, appealing to the ideals of followers and allowing freedom of choice for followers

Transformational leaders are described to hold positive expectations for followers, believing that they can do their best. As a result, they inspire, empower, and stimulate followers to exceed normal levels of performance. Transformational leaders also focus on and care about followers and their personal needs and development (Riggio, 2009). Transformational leaders fit well in leading and working with complex work groups and organizations, where beyond seeking an inspirational leader to help guide them through an uncertain environment, followers are also challenged and feel empowered, this nurtures them into becoming loyal, high performers.

LITERATURE REVIEW

Most subsequent quantitative research has conceptualized the relationship between leadership and student outcomes as indirect, with leaders establishing the conditions (e.g., provision of teacher professional learning opportunities, forms of student grouping) through which teachers make a more direct impact on students. In the only published meta-analysis of such research, Marzano et al. (2005) reported an average effect of approximately 0.4 between leadership and student academic outcomes.

Osagie and Momoh (2017) conducted a study on principals' leadership and student performance in senior secondary schools in Edo State, Nigeria. The study employed the descriptive survey design and purposive sampling technique which was used to select a sample of 105 respondents involving 100 school teachers and 5 school principals from five public and private schools. Data for the study were analyzed using inferential statistics. The results of their study show that the transformational leadership style adopted by principals is an important element in school improvement.

Dickson (2017) studied the impact of different leadership styles adopted by school heads on educational achievement in public schools in the Bayelsa state. The study employed the survey design, and a purposive sampling technique was used to select a sample of 450 respondents involving 400 teachers and 50 principals from twenty public secondary schools. Data for the study were analyzed one way ANOVA. The findings show that principals who adopt the transformational-centered leadership style were more goals oriented and their schools show more promises in educational achievement. He thus concluded that the laudable and desirable

educational outcomes of any country are not just achieved overnight, but are as a result of consistent and persistent planning which involves the application of the right leadership style, managerial skills and technical expertise stimulated with the right motivational packages among those saddled with the responsibility to run the country's educational machinery.

Robinson, Lloyd, and Rowe (2008) conducted a study on the impact of leadership on student outcomes. The study methodology involved an analysis of findings from 27 published studies of the relationship between leadership and student outcomes. The first meta-analysis, including 22 of the 27 studies, involved a comparison of the effects of transformational and instructional leadership on student outcomes. The second meta-analysis involved a comparison of the effects of five inductively derived sets of leadership practices on student outcomes. The findings from the first meta-analysis indicated that the average effect of instructional leadership on student outcomes was three to four times that of transformational leadership. Inspection of the survey items used to measure school leadership revealed five sets of leadership practices or dimensions: establishing goals and expectations; resourcing strategically; planning, coordinating, and evaluating teaching and the curriculum; promoting and participating in teacher learning and development, and ensuring an orderly and supportive environment. The second meta-analysis revealed strong average effects for the leadership dimension involving promoting and participating in teacher learning and development and moderate effects for the dimensions concerned with goal setting and planning, coordinating, and evaluating teaching and the curriculum. The researchers, therefore, concluded that the more leaders focus their relationships, their work, and their learning on the core business of teaching and learning, the greater their influence on student outcomes.

Fiedler's (1967) conducted a study from which he developed the classic contingency theory model. His model suggests that leadership effectiveness depends upon demands imposed by the situation in that task-oriented leaders are more effective in very easy and very difficult situations and relationship-focused leaders do better in situations that impose moderate demands on the leader. Many researchers have used Fiedler's approach and his Least Preferred Coworkers (LPC) methodology to verify his hypotheses (e.g. Cheng, 1994).

METHODOLOGY

The study adopted a descriptive research design. The study population comprised all the 21 public secondary schools in the Bayelsa state capital Yenagoa, Nigeria. Out of this population, as ample of four schools was selected purposively. The schools were selected based on students' educational outcome data in the Senior School Certificate Examination (SSCE) for the past four years (2014-2017) as illustrated in Table 2. The criterion for the selection was the percentage of the number of students who scored credits and above in five subjects including English and Mathematics as this constitutes the minimum requirement for admission into the universities in Nigeria (Federal Republic of Nigeria, 2014).

A purposive sampling technique was used to select 20 teachers per school for the study. The selection was based on a minimum of five years of teaching and work experience with the current principal. This will enable the teachers to effectively assess the leadership behavior of their principals vis-a-vis teaching and learning in the schools. Also, all the principals of the schools were included in the sample. These principals and teachers were the respondents in the study. The identity of the respondents was safeguarded. The instrument used for this study was the Multifactor Leadership Questionnaire 5X Short developed by Bass and Avolio (1994). The Multifactor Leadership Questionnaire 5X Short is the most widely used instrument to measure

transformational and transactional leadership in the organizational and behavioral Sciences (Tejeda et al., 2001) and is considered the best-validated measure of transformational and transactional leadership (Kirkbride, 2006; Ozarelli, 2003). It is for these reasons that this instrument was chosen to measure transformational-centered leadership in this study. The interaction of the dimension of transformational-centered leadership and student achievement was of specific interest to this study.

The analysis of principals' leadership style was conducted using the transformational subscales of the Multifactor Leadership Questionnaire 5x Short. Student achievement data were collected from the Ministry of Education, Yenagoa, Bayelsa State. The Multifactor Leadership Questionnaire 5X Short measured the five factors of transformational leadership using a five point Likert scale as a means for the participants to record their responses. The possible responses included: 0 = Not at all, 1 = Once in a while, 2 = Sometimes, 3 = Fairly often and 4 = Frequently, if not always. With regards to the reliability and validity of the instrument, confirmatory factor analysis(CFA) as conducted by Tejeda, Scandura and Pillai (2001) found high internal reliability for the five subscales which measure transformational leadership. Coefficient alpha for the five samples were consistently above .70. Data gathered were collected and analyzed using inferential statistics and descriptive statistics to examine the variables of the study, transformational-centered leadership and educational outcome (student achievement).

Table 2: Students' Performance in the Senior School Certificate Examination (SSCE)

Year	Schools			
	SJGSS Amarata (%)	BDGS Yenagoa (%)	GGs Okolobiri (%)	CSS Igbogene (%)
2014	68	71	56	51
2015	72	75	64	58
2016	77	83	72	67
2017	91	98	91	82

Source: Statistics Office, Ministry of Education Yenagoa (2018)

RESULTS AND DISCUSSION

To determine the effect of transformational-centered leadership on educational outcomes, the data collected were analyzed using inferential statistics and descriptive statistics to examine the variables of the study, transformational-centered leadership and educational outcome which in this study was the students' achievement.

Research Question: In what ways does transformational-centered leadership influence educational outcomes (student achievement in secondary schools) in Bayelsa State?

Table 3: Transformational-centered Leadership Percentage Scores of Sampled Principals

Transformational Leadership Dimension	%
Charisma	82.4
Intellectual stimulation	76.6
Individual consideration	78.4
Idealized influence	81.5
Inspirational motivation	63.8

Table 4: Means and standard deviations of five dimensions of transformational-centered leadership (N = 85)

Variables	Mean	S.D.	Remarks
Charisma	3.58	0.22	Agree
Intellectual stimulation	3.42	0.20	Agree
Individual consideration	3.67	0.36	Agree
Idealized influence	3.78	0.38	Agree
Inspirational motivation	3.22	0.18	Agree
Grand Mean	3.53	0.27	Agree

The observed results of this study show the presence of four dimensions of transformational-centered leadership: charisma, intellectual stimulation, idealized influence and individual consideration (Avolio et al., 1991) as predictors of educational outcome (student achievement) in Bayelsa State. Tables 2 and 3 show that 82.4% (Mean = 3.58, SD = 0.22) of the respondents agreed that charisma was demonstrated by the ability of the principals to act with a sense of responsibility and discuss what was important and valued in the school. The relationship between charisma and student achievement was that the principals were able to create an environment that revolves around a shared vision that focused on high achievement and overall school improvement. The findings suggested that transformational-centered principals in the study may have recognized the need to be industrious for effective educational outcomes to take place in their institutions (Robinson, Lloyd & Rowe, 2008). Charisma among these principals occurred through the persistent expression of their most important values and beliefs (Jackson, 2000).

About intellectual stimulation, 76.6% (Mean=3.42, SD=0.20) of the respondents agreed that the principals in the sample were encouraging and supportive of creativity and innovations, creating a context of high expectations for educational outcomes.

Concerning individualized consideration, 78.4% (Mean=3.67, SD=0.36) of the respondents indicated that the principals who adopt transformational-centered leadership encouraged and supported their sub-ordinates to develop their skills by approving in-service training, conferences, and workshops. This behavior has helped in the realization of institutional set goals and objectives by a sense of duty and optimal performance among teachers for the benefit of the students. Thus transformational-centered leadership is instrumental in developing self-efficacy among sub-ordinates which in turn enhanced educational outcomes such as students' achievements in external public examinations.

Observations on the idealized influence scores show that 81.5 % (Mean=3.78, SD =0.38) of the respondents concur that the principals who adopt a transformational-centered leadership emphasized group and leader participation in the making of institutional cum educational policies and setting goals. The principals in the sample were able to inspire their sub-ordinates to set goals and encourage other significant others to accomplish these goals. Decisions about the educational setting were arrived at after consultations and communication with all stakeholders. Student centered learning was given much priority. The respondents agreed that transformational-centered principals' enhanced a high degree of morale for the teachers and the students.

In relation to inspirational motivation, 63.8% (Mean=3.22, SD = 0.18) of the respondents agreed that transformational-centered principals' were able to encourage the setting and achievement of goals. These they do by actively engaging the teachers to teach their subjects and actively engaging the students in the learning process. The findings showed that a transformational-centered leadership approach has the potential to engage all stakeholders in the

achievement of educational outcomes in Nigeria. The aims of the leader and followers coalesce to such an extent that a harmonious relationship and a genuine convergence are leading to agreed decisions (Henderson, 2002). The findings suggested that the principals in this study directly influenced the behavior of their teachers and the teaching processes employed to promote student learning. Overall, the grand mean of 3.52 with standard deviation of 0.27 revealed that respondents agreed that transformational-centered leadership influences educational outcomes (student achievement in secondary schools) in Bayelsa State.

Research Hypothesis (HO): There is no significant relationship between transformational-centered leadership and educational outcomes.

Table 5: Test of the relationship between transformational-centered leadership behavior and educational outcomes (student achievement)

Variables	N	r-cal	r-crit	Remarks
Transformational-centered leadership behavior	85	0.831	0.173	Significant. $P < 0.05$
Educational outcome	85			

Pearson -r correlation was employed to determine the relationship between the principal's leadership behavior and student performance. The result obtained from the Pearson -r correlation analysis (Table 4) shows a significant relationship ($p < 0.05$) between transformational-centered leadership and educational outcomes thus a rejection of the null hypothesis and acceptance of the alternate. The value of r-calculated (0.831) is greater than the r-table value (0.173) at 0.05 level of significance. This implies that there is a significant relationship between transformational-centered leadership and educational outcomes.

The numerous problems permeating the educational system in Nigeria such as persistent mass failure of students in public examinations, poor attitude of teachers toward teaching, low school enrollment and attendance rate, indiscipline, examination malpractice, incessant mass action, among others may suggest that poor leadership and managerial styles adopted by leaders of educational institutions have not been complacent with the goals and objectives of education as envisioned in the country's educational policy. Robinson et al. (2008), and Osagie and Momoh (2017) were of the believe that teachers apart from students are the largest most crucial inputs of an educational system. They influence to a great extent the quality of the educational output. Teachers' irregular promotion, low remuneration,(when compared to other public workers) and societal perceptions of the job resulting from poor leadership styles of their school heads might dampen the morale of teachers and offsetting poor educational outcomes which are mostly observed from the performance of students (Osagie & Momoh, 2017). Corroborating this fact, Dickson (2017) noted that the laudable and desirable educational outcomes of any country are not just achieved overnight, but are as a result of consistent and persistent planning which involves the application of the right leadership style, managerial skills and technical expertise stimulated with the right motivational packages among those saddled with the responsibility to run the country's educational machinery. This is supported by the fact that transformational-centered leadership was instrumental in promoting desirable educational outcomes by encouraging a goal-oriented educational environment filled with morale and ethic-centered awareness among sub-ordinates, translating to high achievement indices in students' examination performance.

Implications of transformational-centered leadership for Educational Planning in Nigeria

Dwindling outcomes in desirable educational goals and objectives in Nigeria are as a result of the poor leadership styles which school heads adopt in steering the ship of education in the country. These alongside inconsistent educational policies adopted by the government at the periphery had been observed to set the nation's a consistent yet non-performing educational system that is incapable of developing the needed manpower for steering the needed scientific, technology and economic machinery of the country.

It seems clear that if we are to learn more about how leadership supports improve educational outcomes, we need to identify access and understand the various resources concerned with how leaders attempt to influence the teaching practices that matter. For effective educational outcomes to be achieved, the source of Nigeria's educational leadership indicators should be her knowledge of how teachers make a difference to students rather than various theories of leader-follower relations. In short, the thoughtful application of the transformational-centered leadership for the achievement of desirable educational outcomes in Nigeria requires an understanding of the particular qualities that are responsible for its impact.

The resources needed to discriminate these particular qualities are typically found in empirical or theoretical research on the particular task in question, rather than in the more general leadership literature. For example, theoretical explanations of the power of goal setting are found in the rich research literature on goal setting (Latham & Locke, 2006). Explanations of the conditions under which teacher professional communities do and do not make an impact on educational outcomes are found in evaluations of teacher professional development and not in the leadership literature. In short, because the practice of leadership is task embedded, transformational-centered leadership and research will not deliver increased payoff for educational outcomes in a developing country like Nigeria unless it becomes more tightly integrated with research on specified leadership tasks.

CONCLUSION AND RECOMMENDATIONS

The results of this study supported the hypothesis of a positive relationship transformational-centered leadership style and educational outcomes in Nigeria. The findings specifically demonstrated the dimensions of charisma, intellectual stimulation, individualized consideration and idealized influence as predictors of educational outcomes. This is so because school heads who adopt the transformational-centered leadership style have a thorough understanding of vision as a means to achieve set educational goals and objectives. Transformational-centered school heads were able to get subordinates excited about the educational goals and objectives of the institution and encourage them to be committed. This they do by employing creative and innovative approaches to curriculum and instruction that helped to bring about the high student achievement in their establishments. This study, therefore, demonstrated that adopting the right type of leadership in the country's educational system is fundamental to achieving educational goals and objectives. To this end, it is recommended that educational planners in the Ministry of Education should sponsor and organize conferences, seminars, and workshops set on a framework for leadership development in the Nigerian educational system for the resurgence of interest in transformational-centered leadership that focuses more on the knowledge and skills that school heads need to support teacher learning about how to raise educational outcomes while reducing disparity in the country's educational system.

Directions for Future Research

Transformational-centered educational leadership programs in Nigeria are mainly adopted by school heads to foster skills and attitudes that will increase teacher productivity and reduce poor educational outcomes. However, there is no single systematic planning approach to plan this type of educational program. Hence this paper suggests the adoption of heuristic educational planning approaches, creativity, and flexibility to collect relevant information and educational project planning techniques suited to improve leadership structures and consequently educational outcomes in Nigeria's educational system.

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