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PRINCIPALS' TRANSFORMATIONAL LEADERSHIP STYLE AND ORGANIZATIONAL JUSTICE AS PREDICTORS OF TEACHERS' JOB INVOLVEMENT IN SECONDARY SCHOOLS IN SOUTH-EAST, NIGERIA

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ABSTRACT

This study investigated principals' transformational leadership style and organizational justice as predictors of teachers' job involvement in secondary schools in South-Eastern region of Nigeria. The purpose of the study was to determine the predictive value of principals' transformational leadership style and organizational justice on teachers' job involvement. Two research questions guided the study and two null hypotheses were tested at 0.05 level of significance. Correlational research design was adopted for the study. The population of the study comprised 28,434 secondary school teachers in 1,248 public secondary schools in South-East, Nigeria while the sample size was 1,298 teachers from public secondary schools in South East of Nigeria. Purposive sampling technique was used to select three states out of the five states in southeastern states in Nigeria and proportionate random sampling technique was used to select 10% of the population from the states involved. Three instruments titled: Principals' Transformational Leadership Descriptive Questionnaire (PTLDQ), Principals' Organizational Justice Descriptive Questionnaire (POJDQ) and Teachers' Job Involvement Descriptive Questionnaire (TJIDQ) were used for data collection. The instruments were duly validated by three experts from Faculty of Education, Nnamdi Azikiwe University, Awka. To establish the reliability of the instruments, 20 copies of the instruments were administered to teachers in secondary schools in Delta State. Data collected were subjected to Cronbach Alpha measure of internal consistency determination which yielded: .86, .95, and .96. The administer and collect copies of questionnaire with the help research assistants Multiple Regression analysis was used in analyzing data relating to research questions and testing hypotheses. Findings of the study showed that principals' transformational leadership style and organizational justice are strong predictors of teachers' job involvement. However, Inspirational motivation and intellectual stimulation dimensions of transformational leadership have more predictive value on teachers' job involvement than individualized consideration leadership. Also, distributive and procedural dimensions of organizational justice are stronger predictors than interactional justice. Based on the findings, it was recommended that school administrators should involve teachers in decision making; give them support for

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professional growth and development as well as maintain equity and fairness in distribution of school organizational outcomes.

Keywords: Principals' Transformational Leadership; Style; Organizational Justice; Prediction Teachers' Job Involvement.

Introduction

The roles of school leadership and teachers' job involvement in the achievement of educational goals and objectives cannot be trivialized. High level of job involvement can only be achieved by principals interacting with human and material resources effectively to ensure that teaching and learning are conducted under a favourable and productive atmosphere. The atmosphere becomes favourable, and teachers are productive when the leader acts in a way that inspires, motivates and stimulates the teachers intellectually in relation to decision making and consideration of their individual needs and aspiration. High level involvement of staff is an evidence of how the leadership styles are relevant in mobilizing staff efforts to achieve common goals.

Becker (2023) defined leadership style as the leader's methods and behaviours when directing, motivating, and managing others. Each leader has different ways of mobilizing staff's job involvement, which may be through financial or physical awards that are attached to transactional leadership styles, or through human being centred measures such as career promotion, or working environment improvement, which are attached to transformational leadership.

Transformational leadership style is a type of leadership style that motivates, encourages and influences the followers to become leaders themselves. Transformational leadership style helps followers discover their potentials and make maximum use of those potentials. Transformational leaders inspire people to achieve unexpected or remarkable results. They give workers autonomy over specific jobs, as well as the authority to make decisions once they have been trained for the work. Farahnak, Ehrhart, Torres, and Aarons (2019) defined transformational leadership style as the process of influencing major changes in the attitudes of workers and builds commitment for the organization's mission or objectives. Transformational leaders possess a single-minded need which is to streamline or change things that no longer work. They motivate workers and understand how to form them into integral units that work well with others. These leaders provide employees with the resources necessary for new formal training and learning opportunities and business tools to accomplish their tasks/jobs, based on the individual's needs and desires (Chan Kyun and Park, 2019). The leadership style is intellectually stimulating, expanding the followers' use of their abilities. At the same time, the transformational leader is individually considerate, providing the followers with support, mentoring and coaching. The leadership inspires the subordinates with challenge and persuasion, providing both meaning and understanding. Transformational leadership style develops immediate followers, transforms them into leaders, and fosters performance beyond their expectation. Chen, Cheng & Sato (2017) revealed that transformational leaders are viewed as more effective leaders and could

achieve higher performance than leaders who are not transformational.

Teachers as followers are inspired to changes when the principal as a leader is not only concerned and involved in the process of achieving the goals, but also focuses on helping every member of the group to succeed. Jaiswal (2018) opined that of all the leadership styles, that transformational leadership is an antecedent of job involvement. Ugochukwu (2023) agreed that transformational leadership style inspires positive changes in those led and is invested in the success of every single member involved in the process. There are four components of transformational leadership style which include: include: individualized influence, inspirational motivation, intellectual stimulation and individualized consideration (Tefera, 2018; Matthew Schieltz, 2018; Srestha, 2020). However, this study was limited to inspirational motivation, intellectual stimulation and individualized consideration as components of transformational leadership style for easy manageability and control.

Inspirational motivation involves a way in which the leader articulates a vision that is appealing and inspiring to followers. Leaders with inspirational motivation challenge followers with high standards, communicate optimism about future goals, and provide meaning for the task at hand. Gallup (2017) opined that inspirational motivation leadership style is a key contributor to employee dedication which is connected to better performance outcome. Followers need to have a strong sense of purpose if they are to be motivated to act. Purpose provides the energy that drives a group forward. The visionary aspects of leadership are supported by communication skills that make the vision understandable, precise, powerful and engaging. The followers are willing to invest more effort in their tasks; they are encouraged and optimistic about the future and believe in their abilities. in carrying out the vision, the followers are not controlled like robot but rather the leader gives them opportunity to think out how best to carry out the shared vision by applying intellectual stimulation leadership style.

Intellectual stimulation is a type of leadership practice in which the leader challenges assumptions, takes risks and solicits followers' ideas. The American Psychological Association (2022) defined intellectual stimulation as the enhancement of cognitive processing – including creativity, discernment, and insight that occurs when individuals exchange ideas and opinions during interpersonal or group discussion. Intellectual stimulation leaders stimulate and encourage creativity in their followers. Such leaders nurture and develop people who think independently. Scholars revealed that intellectual stimulation leadership style enhances employee commitment towards the organisation as well as trust and positive work relations with the leader ((Anjali and Anand, 2015; Mustafa and Nazir, 2018). For an intellectual stimulation leader, learning is a value and unexpected situations are seen as opportunities to learn. The followers ask questions, think deeply about things and figure out better ways to execute their tasks. Effective leaders encourage risk-taking amongst their subordinates and colleagues by creating a supportive environment that rewards not just successful ideas or initiatives but effort as well, no matter the outcome. In addition, transformational leaders give

attention and support to staff for their individual needs for professional growth and development through individual consideration leadership.

Individualized consideration leader attends to each follower's needs, acts as a mentor or coach to the follower and listens to the follower's concerns and needs. Ogola, Sikalieh and Linge (2017) defined individualized consideration as the consideration of employee's individuality. The leader gives empathy and support, keeps communication open and places challenges before the followers. This is in line with Conger (2014) who asserted that individualized consideration is the inclusion of people into the transformation process of an organization. Individualized consideration encompasses the need for respect for followers' dignity, and celebrates the individual contribution that each follower can make to the team. This according to Kouzes and Posner (2018) implies that the school principal is expected to care about all followers as a person and not as a mere tool for achieving the school's vision, mission and self-interest. Unfortunately, some principals in South East Nigeria seem not to have wholly adopted transformational leadership in their administration. As some school leaders still show less concern and lack of support to the professional development of their teachers and their general welfare rather they are focused on what should be done, how it should be done and when it should be done. They lament about their experiences with their school leaders: how they are being denied opportunity for professional growth by school leaders who would not grant them opportunity and support needed for trainings, workshop and conferences. Some teachers feel their contributions are not being appreciated by school leaders as they are not given opportunity to make input during decision-making. Again, some teachers feel that their efforts are not being recognized by some school leaders who show no appreciation when teachers take initiatives to improve teaching and learning in their area. Principals' transformational leadership style as a motivational factor to teachers' job involvement cannot be overemphasized. However, other factors alongside leadership style might determine teacher's job involvement and one of such variables is organizational justice.

Organizational justice refers to employees' perception of the fairness of their workplace. Justice or fairness implies the idea that an action or decision is morally right, which may be defined according to ethics, religion, fairness, equity or law. Wan (2016) defined Organizational justice as the fairness of a decision an organization makes, the procedure they use in making decisions and the interpersonal treatment employees receive. Employees are more likely to be involved in their work when they perceive that the organization deals with them fairly in terms of benefits, responsibilities, procedures and social dealings. Pan, Chen, Hao and Bi (2018) noted that people compare the ratios of their own perceived work outcomes to their own perceived work inputs with corresponding ratios of their counterparts. Employees' perception of justice or injustice in treatment by the leaders in the ratios may affect their productivity and relationship with their leaders. Organizational justice counts for three dimensions of justice: distributive, procedural, and interactional, which refer to the different organizational issues of just, fair, and ethical treatment (Yesil and Dereh, 2013; Yean and Yusof, 2015; Galvan-Vela e

tal, 2022). Organizational justice works as an instrument to ensure whether employees are satisfied with the pattern of distribution of reward (distributive justice), processes of distribution (procedural justice), and top-down interpersonal communication (interactional justice). . Each type of justice refers to the extent to which employees perceive job-related outcomes, procedures, and interactions to be just and fair.

Fairness or bias in the process of decision-making in an organization would bring either positive or negative reactions from employees. Procedural justice according to Kalay (2016) is the justice perception by the employees relating to the methods and processes used during the distribution of organizational outcomes among employees. According to Timinepere, Agbaeze, Ogbo and Nwadukwe (2018) organizations specify procedures that guide managers in making decisions for the distribution of resources, promotions, transfers and performance appraisals among employees. Thus, the perception of fairness in the procedures or processes used in distributing these organizational outcomes is referred to as procedural justice. The fairness or unfairness in the process of decision-making would reflect in the way organizational outcomes are distributed which results to distributive justice or injustice.

No one wants to put in hard work in his/her workplace without recognition or benefit. This is in line with Unterhitzenberger and Bryde (2019) who observed that employees who are underpaid perform at a lower level in order to reduce the input, while those who are overpaid perform at a higher level in order to increase the output. Ghosh et al (2017) maintained that when employees perceive fair treatment from the organization and its authorities, they may feel a sense of obligation to create a good act in return. This was affirmed by Emenike, (2021), who viewed that when teachers feel that there has been an unfair distribution of work benefits in the school, this feeling of unfair judgment may result to negative emotions and may alter the teacher's psychological wellbeing as well as performance and commitment to the job. Every employee would always be expectant of reward which comes as salary, incentives, placement, allocation, praise, promotion and others. Distributive justice refers to the perceived fairness of workload distribution and reward (Alamir, Ayoubi, Massoud and Hallak, 2019). The implication is that strict equality should be maintained in allocation of workload and benefits in organization as anything less constitutes injustice in the system. This implies that equal work should result in equal outcomes.

Interactional justice has to do with the respect, dignity and politeness accord to employees by the authorities during procedures. A leader is responsible for creating a positive and productive work environment. This requires interacting in an honest, fair, and respectful way with employees. In line with this, Fujimoto et al, (2013) conceptualized interactional justice as the perceived fairness about the quality of interpersonal treatment that employees receive from their authorities. Interactional justice can influence how employees feel about their work environment, their leaders, and their relationships. Interactional justice has two sub-dimensions which are interpersonal justice and informational justice. Interpersonal justice is concerned with the manner in which people are treated with respect, dignity and politeness by

supervisors or leaders while informational justice refers to employees' perception of fairness concerning information used as basis for decision making (Greenberg in Timinpere et al. 2018).

It is obvious that teachers' out-put when compared with their other counterparts in other sectors seems not to commensurate their in-put as evidenced in meager salaries and benefits teachers receive compared to the nature of their job. This, as stated by Ekwenuya, Kelechukwu, Adesulu, Abayomi and Chiebuka (2015) have placed teachers at low social status in the society as against other civil servants. Consequent to low salary is the delay in salary payment and promotion of teachers in secondary schools. Chukwu and Ezepue (2018) affirmed that in some schools in South East, some teachers due for promotion are not promoted while some others promoted does not have it effected in their salaries. In some states in the area of the study, teachers are being owed salaries for months while some other states pay teachers lower than what their counterparts receive in other states. As observed by Okeleke (2023), today in Nigeria, other sectors are riding over the teachers that taught them in terms of jumbo salary, prompt payment, recognition, allowance, motivation, promotion, fringe benefits, staff development and terminal benefits. All these acts of injustice perceived by teachers in their place of work seem to have affected their level of involvement in their teaching job.

The concept of job involvement according to Sharma and Sharma (2021) includes employees' cognitive preoccupation on the job, engaging in action and the concern they develop to their job. The high job involvement of teachers in school can be reflected in behaviours/attitudes towards work such like: coming to school early; seeking solutions to students' problems; planning activities that could enhance teaching and learning and putting extra time and effort in his job among others (Chine et al, 2016). In the contrary, teachers' low job involvement would be evidenced in teachers' negative attitudes to work such like: preference of other engagements than teaching job; lack of commitment, irregular attendance to school and classes, insubordination and truancy, engagement of business in expense of their work and others. These attitudes lead to teachers' low productivity in academic work which may adversely affect the students' academic performance and outcome. Though intrinsic variables that include work aspects such as interesting job, variety, autonomy, and challenging work are important for development of strong job involvement, however, leadership style and organizational justice as predictors of job involvement cannot be underestimated.

Statement of Problem

The impact of effective school leadership on educational achievement cannot be trivialized. Teachers are more likely to be highly involved in their job when they perceive that their organization deals with them fairly in terms of benefits, responsibilities, procedures, and social dealings. If employees perceive their workplace to be fair, it can improve the work environment and can lead to a more productive organization but when organizational justice is lacking, it can lead to an employee's lack of trust in leadership. The possible outcome of this situation is teachers' low job involvement.

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The low job involvement of teachers in South East Nigeria was assumed to be mostly because of some school leaders not meeting up to teachers' expectations in regard to showing concern for the teachers' needs for growth and development; lack of autonomy in their area of duty. The researcher assumed these attitudes to might have been because school principals fail to employ transformational leadership style in their administration. Also, the laxity can as well be attributed to teachers' perception of injustice in their work place. The search for improvement to in leadership styles of principals and teachers' job involvement prompted the researchers into this study to investigate principals' transformational leadership style and organizational justice as predictors of teachers' job involvement.

Research Question

1. What is the predictive value of principals' transformational leadership style on teachers' job involvement in secondary schools in South East, Nigeria?
2. What is the predictive value of principals' organizational justice on teachers' job involvement in secondary schools in South East, Nigeria?

Research Method

Correlational research design was adopted for the study. The study was guided by eight research questions and eight hypotheses tested at 0.05 level of significance. The population of the study is made up of 28,434 teachers in 1,248 public secondary schools in South East, Nigeria. Purposive sampling was used to select three states in south east for the sampling. The sample for the study comprised 1,298 teachers drawn using proportionate random sampling technique. Three instruments titled: Principals' Transformational Leadership Style Descriptive Questionnaire (PTLSDQ), Principals' Organisational Justice Descriptive Questionnaire (POJDQ) and Teachers' Job Involvement Descriptive Questionnaire (TJIDQ) were used for data collection. The instruments were face validated by three experts. The internal consistency of the instruments were determined using Cronbach Alpha method which yielded coefficients of .89, .95 and .96 respectively The instrument were administered and collected by the researcher and research assistants for the study. Regression analysis was used to analyze questions and test hypotheses.

Research Question 1: What is the predictive value of principals' transformational leadership style on teachers' job involvement in secondary schools in South East, Nigeria?

Table 1. Summary of Multiple Regression Analysis With transformational leadership style as Predictor of Teachers' Job Involvement

	R	R^2	Adj.R^2	B	SE B	B
	.75	.56	.56			
Constant				33.97	1.59	
Individualized Consideration				.54	.07	.24
Intellectual Stimulation				1.01	06	44
Inspirational Motivation				.411	.04	.20

The multiple regression analysis in table 1, shows the regression coefficient (R) = .75 and the coefficient of determination (R^2) = .56. Considering the size of the R^2 which is

>0.5, it was decided that principals' transformational leadership style is a strong predictor of teachers' job involvement in secondary schools in South East, Nigeria.

Research Question: What is the predictive value of principals' organizational justice on teachers' job involvement in secondary schools in South East, Nigeria?

Table 2. Summary of Multiple Regression Analysis with Organizational Justice style as Predictor of Teachers' Job Involvement

	R	R^2	Adj.R^2	B	SE B	B
	.80	.65	.56			
Constant				2.55	1.35	
Distributive Justice				1.38	.05	.61
Procedural Justice				.81	04	33
Interactional Justice				.17	.05	.07

The multiple regression analysis in table 2, shows the regression coefficient (R) = .80 and the coefficient of determination (R^2) = .65. Considering the size of the R^2 which is >0.5, principals' organizational justice is a strong predictor of teachers' job involvement in secondary schools in South East, Nigeria.

Summary of Findings

1. Principals' transformational leadership style is a strong predictor of teachers' job involvement in Southeastern Nigeria.
2. Principals' organizational justice is a strong predictor of teachers' job involvement in Southeastern Nigeria.

Discussion of Findings

The study found out result of the study showed that transformational leadership style is a strong predictor of teachers' job involvement. This implies that transformational leadership is a strong factor in facilitating high level of job involvement among teachers. Ugochukwu (2023) agreed that transformational leadership style inspires positive changes in those led and is invested in the success of every single member involved in the process. This is in support of Jaiswal (2018) who opined that of all the leadership styles, that transformational leadership is an antecedent of job involvement. This finding of the study agrees with Chen, Cheng & Sato (2017) who) revealed that transformational leaders are viewed as more effective leaders and could achieve higher performance than leaders who are not transformational.

The findings of the study also revealed that organizational justice is a strong predictor of teachers' job involvement in south east Nigeria. This result is in conformity with. Ghosh et al (2017) who maintained that when employees perceive fair treatment from the organization and its authorities, they feel a sense of obligation to create a good act in return. This was affirmed by Emenike, (2021), who viewed that when teachers feel that there has been an unfair distribution of work benefits in the school, this feeling of unfair judgment may result to negative emotions and may alter the teacher's psychological wellbeing as well as performance and commitment to the job. This implies that if equity and fairness is practiced in school organization in terms of distributing placement, promotion, appointment, incentives, reward, opportunities for professional growth and

others, teachers would carry out their job enthusiastically. This supports Anwar and Shukur (2015) who viewed organizational justice as glue that brings people together and encourages teamwork, while injustice acts as a corrosive solvent that breaks down social relationship.

Conclusion

This study investigated principals' transformational leadership style and organizational justice as predictors of teachers' job involvement in secondary schools. The dimensions of transformational leadership style investigated are inspirational motivation, intellectual stimulation and individualized consideration leadership styles. Distributive justice, procedural and interactional justice were also investigated. The study revealed that transformational leadership and organizational justice are strong predictors of teachers' job involvement in secondary schools.

Recommendations

Based on the findings of this study, recommendations were made as follows:

1. Post-Primary schools Educational Authorities should regularly organize trainings, seminars and workshops on effective leadership styles that enhance teachers' job involvement and respect for leaders so as to ensure a better organizational behavior in schools.
2. Secondary school principals in South East Nigeria should maintain equity and fairness in the distribution of school organizational outcomes among staff.

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