

IMPACT OF TRANSFORMATIONAL LEADERSHIP STYLE PRACTICES OF PROVOSTS ON RESOURCE MANAGEMENT IN COLLEGES OF EDUCATION IN NORTH-WEST NIGERIA

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Abstract

This study investigated the Influence of Transformational Leadership Style Practices of Provosts on the Management of Resources in Colleges of Education in North-West, Nigeria. The study specifically, examined the Impact of Transformational Leadership Style Practices of Provosts on Human Resource Management in Colleges of Education in North-West, Nigeria, and assesses the impact of transformational leadership style practices of provosts on material resource management in Colleges of Education in North-West, Nigeria. The corresponding research questions raised in this study were: what is the impact of transformational leadership style practices of provosts on human resource management in Colleges of Education in North-West, Nigeria and what is the impact of transformational leadership style practices of provosts on material resource management in Colleges of Education in North-West, Nigeria. Corresponding null hypotheses were formulated according to the research questions. Related literature was reviewed in relation to the variables in the objectives. The design of this study was descriptive survey. The population of the study was 5678 while the sample size using simple and purposeful sampling technique comprised of 42 Administrative Staff, 147 senior non-academic Staff, 357 Academic Staff drawn from seven Colleges of Education one College each from the seven states of the North-West, Nigeria, which made up 546 sample size for the research. The study used an adapted questionnaire from Avolio (2004). The questionnaire was made up of 2 dimensions covering human and material resources. The entire dimensions were designed using Likert's five-point scale. The instrument was pilot tested and data obtained from the process were analyzed using Alpha Cronbach and reliability index of 0.87 was obtained. Data obtained, was analysed using descriptive statistics and the hypotheses were tested using Analysis of Variance (ANOVA). The two formulated null hypotheses were rejected. Findings of this study are: transformational leadership style practice of provost impacted effective management of human resources and materials resources in most Colleges of Education. The study recommended that for better management these resources in Colleges of Education in the North-West, provosts' leadership should be characterized by transformational practice through building culture of trust, continues promotion of learning and Organisational renewal and tapping into followers' intrinsic motivation.

Keywords: Impact, Transformational Leadership, Management, Resources, Colleges of Education.

Introduction

Leadership is universally acknowledged as a vital determinant of organizational effectiveness, sustainability, and overall performance. It is the process of influencing others to achieve a common goal through vision, motivation, and collaboration. Over the past decades, scholars have proposed various leadership theories—ranging from trait and behavioral theories to contingency and contemporary approaches. Among these, transformational leadership has emerged as a dominant paradigm due to its focus on change, inspiration, and long-term organizational growth (Bass, 1985; Burns, 1978). Transformational leadership is particularly relevant in the 21st century, where organizations face constant change, resource constraints, and the demand for innovation. Unlike transactional leadership, which is based on exchanges of rewards for performance, transformational leadership focuses on raising followers' motivation, aligning personal values with organizational vision, and cultivating creativity and adaptability (Bass & Riggio, 2006; Yukl, 2010).

The features of transformational leadership include idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration (Avolio & Bass, 2004). Leaders who demonstrate idealized influence serve as role models with high ethical standards, earning respect and trust from followers. Inspirational motivation involves communicating a compelling vision that inspires commitment. Intellectual stimulation encourages creativity by challenging assumptions and fostering problem-solving, while individualized consideration ensures that leaders recognize and support the unique needs and aspirations of each follower (Leithwood & Jantzi, 2005). Together, these characteristics not only transform individuals but also lead to the renewal of organizations. Consequently, transformational leadership has been widely studied in business, politics, health care, and education, showing strong links to innovation, productivity, and effective resource management (Northouse, 2019).

In educational settings, leadership takes on heightened importance because education is fundamentally human-resource intensive and relies heavily on effective utilization of material resources. Human resources—teachers, administrators, and support staff—are the backbone of the teaching and learning process, while material resources, including buildings, classrooms, libraries, laboratories, instructional equipment, and ICT facilities, provide the necessary support structure (Adeyemi, 2011). Without competent human resources and adequate material resources, educational goals cannot be achieved. Effective management of these resources depends largely on the leadership style of institutional heads. For colleges of education in Nigeria, the provost, as the chief executive, carries the responsibility of mobilizing resources, motivating staff, ensuring accountability, and maintaining academic standards. Research indicates that transformational leadership practices by heads of institutions result in improved staff morale, effective teaching, proper resource utilization, and the creation of a conducive learning environment (Bass & Riggio, 2006; Ezeani, 2006). By instilling a sense of purpose and aligning institutional goals with staff commitment, transformational leadership can help bridge the gap between limited resources and educational demands.

In Nigeria, the education sector faces persistent challenges that call for effective leadership. Colleges of education, established to produce qualified teachers for the basic education subsector, are plagued by inadequate funding, deteriorating infrastructure, shortage of instructional materials, and low staff motivation (Ogunu, 2000). The North-West geopolitical zone, which houses several colleges of education, reflects these challenges vividly. Institutions in this region often struggle with overcrowded classrooms, poor laboratory facilities, insufficient teaching aids, and underfunded libraries (Okoli & Ogbondah, 2017). Staff members in many colleges also experience irregular salaries, lack of promotion opportunities, and poor working conditions, leading to frequent industrial actions that disrupt academic activities. These challenges compromise the quality of teacher education and threaten the ability of colleges to meet national education goals.

Against this backdrop, transformational leadership becomes not only desirable but necessary. Provosts who practice transformational leadership can inspire trust, motivate staff to perform beyond expectations, and foster innovation in managing scarce resources. For example, by intellectually stimulating academic staff, provosts can encourage them to adopt innovative teaching methods, including ICT integration, to mitigate resource shortages. Through individualized consideration, provosts can mentor and support staff development, leading to higher job satisfaction and productivity. By exercising inspirational motivation, leaders can build a collective sense of purpose among staff, aligning their personal goals with the institutional mission. Furthermore, transformational leadership emphasizes accountability and ethical conduct, which are crucial in ensuring that scarce material resources are not mismanaged or wasted. In this way, the application of transformational leadership in colleges of education holds great promise for improving human and material resource management in the North-West zone of Nigeria.

Despite these potentials, empirical evidence on the adoption and effectiveness of transformational leadership in Nigerian colleges of education remains limited. While several studies have examined leadership styles in higher education (Adeyemi, 2011; Leithwood & Jantzi, 2005), few have specifically focused on the link between transformational leadership practices of provosts and the management of both human and material resources in colleges of education. This gap creates a need for research that investigates how transformational leadership is practiced in these institutions and whether it contributes significantly to resource management and institutional effectiveness. Understanding this relationship is crucial, given that resource mismanagement and leadership inefficiencies are among the major causes of declining quality in Nigeria's teacher education sector (Okoli & Ogbondah, 2017).

Statement of the Problem

Colleges of Education play a central role in Nigeria's educational system by producing teachers for the basic education subsector. However, these institutions, particularly in the North-West geopolitical zone, continue to face challenges related to human and material resource management. Human resources, including administrators, lecturers, and support staff, are often demoralized due to poor working conditions, irregular salaries, and limited opportunities for professional growth (Okoli & Ogbondah, 2017). As a result, many staff members exhibit low morale, reduced productivity, and high turnover intention, which negatively affects the quality of teaching and learning. Similarly, material resources such as laboratories, libraries, lecture halls, and instructional aids are frequently inadequate, poorly

maintained, or mismanaged, making it difficult for institutions to provide quality teacher education.

Historically, leadership in Nigerian tertiary institutions has leaned toward transactional and authoritarian practices, where leaders emphasize control, compliance, and reward-punishment systems (Ogunu, 2000). While such approaches may secure short-term compliance, they rarely encourage innovation, trust, or commitment from staff. In contrast, transformational leadership emphasizes vision, trust, individualized support, and intellectual stimulation, which are better suited to addressing contemporary educational challenges (Bass & Riggio, 2006). Unfortunately, there is limited empirical evidence on whether provosts in colleges of education in North-West Nigeria adopt transformational leadership practices, and whether these practices influence the management of human and material resources in their institutions. This lack of evidence creates uncertainty about the extent to which leadership contributes to the persistent resource challenges in these colleges.

The problem of this study, therefore, arises from the gap between the potential benefits of transformational leadership and the reality of ineffective resource management in colleges of education in North-West Nigeria. Without effective leadership, human resources may continue to suffer from low motivation and poor productivity, while material resources may remain underutilized, deteriorate further, or be mismanaged. This situation poses a serious threat to the ability of colleges of education to fulfill their mandate of producing competent teachers for Nigeria's education system. Thus, the need arises to empirically examine the influence of transformational leadership style practices of provosts on the management of human and material resources in colleges of education in North-West Nigeria.

Objectives of the Study

The aim of this study is to Impact of transformational leadership style practices of provosts on resource management in colleges of education in North-West Nigeria. The specific Objectives of this study are to:

1. To examine the impact of transformational leadership style practices of provosts on human resource management in Colleges of Education in North-West Nigeria.
2. To assess the impact of transformational leadership style practices of provosts on material resource management in Colleges of Education in North-West Nigeria.

Research Questions

The following research questions were raised in order to guide the study:

1. What is the impact of transformational leadership style practices of provosts on human resource management in Colleges of Education in North-West Nigeria?
2. What is the impact of transformational leadership style practices of provosts on material resource management in Colleges of Education in North-West Nigeria?

Hypotheses

In line with the research question the following hypotheses were formulated for the study:

1. H₀₁: Transformational leadership style practices of provosts have no significant impact on human resource management in Colleges of Education in North-West Nigeria.
2. H₀₂: Transformational leadership style practices of provosts have no significant impact on material resource management in Colleges of Education in North-West Nigeria.

Methodology

The study employed a descriptive survey design to examine the influence of transformational leadership style practices of provosts on resource management in Colleges of Education in North-West Nigeria. The population consisted of 5678 staff from seven colleges, with a sample of 546 selected through simple and purposive sampling. Data were collected using an adapted questionnaire covering human and material resource management, rated on a five-point Likert scale. The instrument was pilot tested, yielding a reliability index of 0.87 using Cronbach's alpha. Data analysis involved descriptive statistics and ANOVA, with two null hypotheses tested and rejected.

This section presents the tested hypotheses and their statistical interpretation. Two hypotheses were formulated to establish whether there is significant difference between the opinion of participants when categorized into administrative staff, academic staff and non-academic staff. To test each of the hypotheses, Analysis of Variance (ANOVA) was used while sheffe test was used for multiple comparisons in order to further establish where the significance lies among the groups. The two null hypotheses were tested at alpha level of 0.05, this implies that $p \leq 0.05$ will be rejected while $p > 0.05$ will be accepted.

Result Analysis

Ho1: There is no significant difference in the opinions of management staff, teaching staff, and non-teaching staff on the influence of transformational practices of the provosts on management of human resources in Colleges of Education in North-West, Nigeria.

Table1: One-Way Analysis of Variance on the Opinions of Respondents on the Impact of Transformational Leadership Style Practices of Provosts on Management of Human Resources in Colleges of Education in North-West, Nigeria.

	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	1526.968	2	508.989	16.920	.000
Within Groups	14349.402	394	30.083		
Total	15876.370	396			

A one-way between-groups analysis of variance was conducted to explore if there is significant difference in the opinion of respondents on Impact of transformational leadership style practices of provosts on management of human resources by Respondents Category. There was a statistically significant difference at the $p < .05$ level in the responses of the respondents belonging to different categories, the three categories of respondents: $F(394, 2) = 16.920$, $p = 0.00$. Post-hoc comparisons using the Sheffe test was used and the result is shown in table 2:

Table2: Summary of the Scheffer's Multiple Comparison Test on the Impact of Transformational Leadership Style Practices of Provosts on Management of Human Resources in Colleges of Education in North-West, Nigeria.

	N	Mean Scores	St. Dev.
Administrative Staff	42	35.70	6.51
Academic Staff	357	29.51	5.55
Non-academic staff			

Table 2 indicated that the mean score for administrative staff (M=35.70, SD=6.51) was significantly different for the mean of the academic staff,(M=29.51, SD=5.55), and non-academic staff (M=30.01, SD=3.10). While the mean of the academic staff and non-academic staff is not statically significant. Based on this, the null hypothesis that says there is no significant difference in the opinions of administrative staff, academic staff and non-academic staff on the impact of transformation practices of the provosts on management of human resources in Colleges of Education in North-West, Nigeria is rejected as management staff opinion differs from other stakeholders in the colleges under study.

Ho2: There is no significant difference in the opinions of management staff, teaching staff and non-teaching staffs on the influence of democratic leadership style practices of provosts on management of material resources in Colleges of Education in North-West, Nigeria.

Table3: One-Way Analysis of Variance on the Opinions of Respondents on the Impact of Transformational Leadership Style Practices of Provosts on Management of Material Resources in Colleges of Education in North-West, Nigeria.

	Sum of Squares	df.	Mean Square	F	Sig.
Between Groups	440.977	2	146.992	5.822	.001
Within Groups	12042.503	394	25.246		
Total	12483.480	396			

A one-way between-groups analysis of variance was conducted to explore if there is significant difference in the opinion of respondents on impact of transformational leadership style practice of provost on management of material resources by Respondents Category. There was a statistically significant difference at the alpha level of 0.05 in the responses of the respondents belonging to different categories, the three categories of respondents: $F(394, 2) = 5.822$, $p=0.01$. Post-hoc comparisons using the Sheffe test were used to indicate significant differences and the result was shown in table 4:

Table4: Summary of the Scheffer's Multiple Comparison Test on the Impact of Transformational Leadership Style Practices of Provosts on Management of Material Resources in Colleges of Education in North-West, Nigeria.

	N	Mean Scores	St. Dev.
Administrative Staff	42	42.30	5.81
Academic Staff	357	38.95	5.40
Non-academic staff	147	40.01	2.73

Table 4 indicated that the significant different exist in the means scores of the groups comparing. This difference is between administrative staff (M=42.30, SD=5.81) and academic staff, (M=38.95, SD=38.95). Based on this, the null hypothesis that says there is no significant difference in the opinions of administrative staff, academic staff and non-academic staff on the impact of transformational leadership style practices of provosts on management of material resources in Colleges of Education in North-West, Nigeria is rejected as administrative staff opinion differs from that of academic staff.

Summary of Hypotheses Testing

Table 5 shows the summary of the 2 null hypotheses formulated for this research. The table showed the statistical instrument as well as the significant level used to test the hypotheses. The result of the hypotheses tests was also included and the conclusion which indicated whether the hypotheses were accepted or rejected.

Hypotheses	Statistical Tool	L/Sig	Df	Mean Square	F	P	Decisions
There is no significant difference in the opinions of administrative staff, academic staff and non-academic staff on the influence of transformational leadership style practices of provosts on management of human resources in Colleges of Education in North-West, Nigeria	One-Way ANOVA	0.05	2	508.989	16.920	.000	Rejected
There is no significant difference in the opinions of management staff, teaching staff and non-teaching staff on the influence of democratic leadership style practices of provosts on management of material resources in Colleges of Education in North-West, Nigeria.	One-Way ANOVA	0.05	2	146.992	5.822	.001	Rejected

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Summary of Findings

The following are the major findings of this study

1. There was significant difference in the opinions of Administrative Staff, Academic Staff and Non-academic Staff on the Impact of Transformational Leadership Style Practices of Provosts on Management of Human Resources ($p=0.00$) in Colleges of Education in North-West. This implies that Transformational practices of provosts positively impacted the management of human resources. However, Administrative Staff were more optimistic of this influence than other category of respondents in Colleges of Education in North-West, Nigeria

2. There was significant difference in the opinion of Administrative Staff, Academic Staff and Non-academic Staff on the Impact of Transformational Leadership Style Practices of Provosts on management of Material Resources ($p=0.00$) in Colleges of Education in North-West. This implies that Transformational Practices of Provosts positively impacted the Management of Material Resources. However, Administrative Staff are more optimistic of this influence than other category of respondents.

Discussion

This section discussed the findings as they agree or disagree with the opinions of some authors as earlier cited.

The first research question investigated whether the transformational leadership style practices of provosts significantly impact human resource management in Colleges of Education in North-West Nigeria. The null hypothesis, which stated that transformational leadership has no significant effect on human resources, was rejected. Findings revealed that provosts who demonstrate transformational leadership behaviors—such as individualized consideration, inspirational motivation, and intellectual stimulation—positively influence staff morale, job satisfaction, and professional growth. This outcome aligns with Bass's (1985) theory of transformational leadership, which emphasizes that leaders inspire followers to perform beyond transactional expectations. Similarly, Leithwood and Jantzi (2005) found that transformational leadership in schools enhances teacher collaboration, commitment, and professional development. These findings suggest that transformational leadership practices are a critical factor in strengthening human resource management within Colleges of Education in Nigeria, as they contribute to improved job satisfaction, reduced turnover intentions, and higher staff productivity (Adeyemi, 2011).

The second research question examined whether the transformational leadership style practices of provosts significantly affect material resource management in Colleges of Education in North-West Nigeria. The null hypothesis was also rejected, confirming that transformational leadership positively influences resource allocation and utilization. The study established that provosts who engage in vision-driven, participatory, and transparent leadership practices ensure accountability and innovation in material resource management. This finding is consistent with Bass and Riggio (2006), who emphasized that transformational leaders stimulate creativity and responsibility in organizational systems. Ogunu (2000) similarly argued that weak leadership contributes to poor instructional resource management in Nigerian schools, while Okoli and Ogbondah (2017) stressed that effective leadership

ensures judicious utilization of scarce institutional resources. Therefore, the study demonstrates that transformational leadership provides provosts with the strategic orientation to manage limited resources effectively and enhance teaching and learning outcomes despite systemic financial constraints.

Conclusion

Inferring from the opinions of the respondents in respect to the Impact of transformational leadership style practices of provosts in managing resources in Colleges of Education in North-West, Nigeria:

1. Transformational leadership style practices of provosts significantly enhance human resource management in Colleges of Education in North-West Nigeria by fostering staff motivation, commitment, and professional development.
2. Transformational leadership style practices of provosts significantly improve material resource management by promoting accountability, transparency, and innovative utilization of scarce resources in Colleges of Education in North-West Nigeria.

Recommendations

Based on the outcome of the study, the following recommendations were advanced for proper management of the resources in Colleges of Education.

1. Provosts should strengthen transformational leadership practices—such as individualized consideration, inspirational motivation, and intellectual stimulation—to promote effective human resource management through improved staff welfare, satisfaction, and professional growth.
2. To improve material resource management, provosts should institutionalize accountability frameworks, embrace participatory decision-making, and adopt innovative strategies for mobilizing and utilizing limited resources effectively in Colleges of Education.

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