TRANSFORMATIONAL LEADERSHIP STYLE IN EDUCATIONAL ADMINISTRATION: CHALLENGES AND PROSPECTS IN SECONDARY SCHOOLS IN ENUGU EDUCATION ZONE.

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Abstract

This study explores the challenges and prospects of implementing transformational leadership styles in the educational administration of secondary schools in Enugu education zone, Nigeria. Transformational leadership, characterized by idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration, has been recognized for its potential to inspire and motivate educators, thereby enhancing teaching outcomes. However, the application of this leadership style in secondary schools in Enugu education zone , presents unique challenges and opportunities. The study was guided by three research question guided the study. A descriptive survey research design was used for the study. the population for the study was 1763 principals and teachers in 33 secondary schools Enugu education zone, A sample of 326 principals and teachers using Taro Yamane method of sampling .The instrument for data collection was questionnaire titled Transformational leadership style in educational administration (TLSEA): challenges and prospects in secondary schools in Enugu education zone. A 15 item questionnaire grouped into 3 section according to the research question that guided the study. The items was structured in four rating scale of strongly Agreed (SA)3.50-4.00, Agreed(A)2.5-3.49, Disagreed(D)1.50-2.49,and Strongly disagreed(SD)1.00-1.49, with weighting numerical value of 4, 3,2 and 1 respectively . The instrument was validated by three expert. The reliability of the instrument was determined using test-retest reliability techniques. The copies of the questionnaire distributed, out of 326 copies distributed 302 were properly filled and retrieved representing 93% retune rate. mean and standard deviation was used to analyze the data while t-test statistics was used to test the hypotheses. Based on the findings of the study The study therefore concludes that embracing the potential prospects of transformational leadership style in educational administration solves the challenges faced by administrators on the administration of transformational leadership style .recommendation were also made that The educational administrators should be enlightened through seminars, workshops on the effectiveness of transformational leadership style in educational administration.

Keywords: Administration, Challenges, Educational, Leadership, Prospects, Transformational.

Introduction

Transformational leadership, as a concept, was first introduced by James V. Downton in

1973 and has been further developed by numerous scholars, including James MacGregor Burns, Bernard M. Bass, and Bruce J. Avolio (Cherry, 2023). Marshall Sashkin and Molly Sashkin (2003) describe the elements of transformational leadership as 'ABC': Affect – emotion and feelings, Behavioural intent – confidence to act, and Cognition – the basis for vision (Sashkin & Sashkin, 2003). Transformational leaders are characterized by their ability to create and communicate a compelling vision, empower, and support followers, and model the desired behaviors, values, and attitudes. They are known for Transformational Leadership in Education their strong emotional intelligence, adaptability, and ability to inspire and engage others (Gill, 2011). Transformational leadership is a leadership style in which a leader's behaviors influence their followers, inspiring them to perform beyond their perceived capabilities. This style of leadership encourages individuals to achieve unexpected or remarkable results by prioritizing their collective vision over their immediate self-interests. Transformational leaders are considered agents of inspiration, commitment, motivation, and vision that can lead to transforming the ideals and practices of leaders in schools (Winokur & Sperandio,2017) and reaching their career goals, ambition, and self-fulfillment (Winokur, 2014). Transformational leaders collaborate with their followers or teams to identify changes and create a vision that guides these changes through influence and inspiration. The transformation process is carried out with the active involvement of committed group members, who align their efforts with both organizational goals and their personal interests. As a result, followers' ideals, maturity, and commitment to achievement increase. This theory is a central component of the Full Range Leadership which emphasizes empowering followers by granting autonomy and authority to make decisions after they are trained. The approach fosters positive changes in both the attitudes of followers and to the overall organization. Leaders who practice transformational leadership typically exhibit four key behaviors, known as the "Four I's": inspirational motivation, idealized influence, intellectual stimulation, and individualized consideration. These behaviors promote greater follower commitment, enhanced performance, and increased organizational loyalty by creating a supportive and empowering work environment.

Forty years after James McGregor Burns introduced the concept of transformational leadership, his ideas continue to have a substantial impact on how researchers think and develop leadership theory. Burns' (2012) research simply explains that great leaders are transformational because they "function as independent forces in changing the basic motives of followers." Over time, leadership researchers have sought to refine, expand, and empirically validate transformational leadership theory into what may be the most extensively researched leadership paradigm. The most popular research related to transformational leadership in the evolution of the theory is the work of Bernard Bass and colleagues. They help explain what behaviors leaders engage in to create transformation in followers, how leaders transform followers, and, finally, the outcomes affected by leader-follower interactions (Bass, 1985; Avolio & Bass, 1995; Bass & Steidlmeier, 1999; Bass & Riggio, 2006). Transformational leadership is a highly popular and positive type of leadership that has developed rapidly in recent decades. This approach focuses on four main behavioral aspects: idealized influence (leader's charisma), intellectual

stimulation (encouraging creativity and innovation), inspirational motivation (providing vision), and individualized consideration (attending to individual differences) (Avolio et al., 1999). In other words, leaders who employ transformational leadership style are those who plan for the future, serve as role models, set performance standards, demonstrate perseverance and confidence, and are able to shift interactions from a temporary focus on self-interest to a genuine concern for others (Kopperud et al., 2013). Crede and colleagues (2019), in their meta-analysis, suggested that there is a relationship between transformational leadership and employee performance, with this relationship being stronger in countries whose cultures are not aligned with transformational leadership. This implies that transformational leadership can clearly have a positive impact on employee performance. Numerous studies have empirically demonstrated the relationship between leadership and employee work attitudes, with many findings indicating that one of the leadership approaches that has the most significant impact on subordinates is transformational leadership (Williams & Alshahrani, 2017). Transformation leaders also help followers connect their personal values to the overall mission of the organization to foster a sense of shared purpose. They are strong in the ability to adapt to different situations, share a collective consciousness, self-manage, and inspire. Transformational leadership can be practiced but is efficient when it JUKK is authentic to an individual. Transformational leaders focus on how decision-making benefits their organization and the community rather than their personal gains.

Followers of transformational leaders exert extra effort to support the leader, emulate the leader to emotionally identify with them, and maintain obedience without losing self-esteem. This strong emotional connection not only fosters greater commitment to organizational goals but also ensure followers maintain a sense of self-worth and personal integrity. As a result, followers may find balance between dedication to the leader's vision and commitment to their own values.

According to Bass, 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 (shared 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
- Allowing freedom of choice for followers

Transformational leaders are described as holding positive expectations for followers and believing that they can do their best. As a result, they inspire, empower, and stimulate followers to exceed normal performance levels. Transformational leaders also care about their followers' needs and

development. 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.

The personalized caring behavior of transformational leaders will strive to provide information and resources for the development of subordinates and promote their learning and interaction. Therefore, subordinates are more likely to develop their own independent thinking abilities and innovate. When the organizational culture supports innovative behaviors, subordinates will tend to engage in more entrepreneurial behaviors within the expected risk (Li Yuan, 2019). Transformational leadership uses certain means to stimulate employees' inner enthusiasm for work, and these means include the creation of an environmental atmosphere, the transformation of organizational models, and the guidance of employees' thoughts, etc., to promote employees' sense of participation, presence, and importance within the enterprise ,this will then improve the creative ability of employees and provide fundamental motivation for the development of the enterprise (Xu Xiao, 2019). Revolutionary leadership has a "spiritual uplifting effect" and a "strong emotional component" and pays particular attention to effective communication with subordinates at work to enhance their positive emotions. Leaders with transformational leadership convey an optimistic mood, that is, paint a vision for their subordinates, making them enthusiastic about their work and looking forward to the future. At the same time, transformational leadership not only stimulates positive emotions in subordinates, but also suppresses negative emotions and reduces anxiety and disappointment. Therefore, compared with subordinates of non-transformational leaders, subordinates of transformational leaders are more enthusiastic about their daily work under the leadership of their leaders, gain more happiness, and have better satisfaction (Liu Yan, 2022). Transformational leadership focuses on emotions and values, positions itself as a guide for employees, is committed to transforming employees' values, and promotes innovative behaviors among subordinates by expressing motivational visions. By making employees aware of the value and importance of the tasks they are engaged in, leaders gradually motivate employees to have higher levels of needs, establish a good atmosphere of mutual trust and mutual benefit, and encourage employees to put the interests of the organization first, thus producing work results that exceed expectations (Wang Jing, 2020).

Educational administration

Educational administration plays a crucial role in shaping the quality and effectiveness of learning institutions .transformational leadership is a leadership approach that encourages motivation, vision, and changes. In educational administration, transformational leaders fosters a collaborative environment, encourages teachers development, and inspire students to excel academically and personally. According to (Germain, 2021), educational institutions are currently undergoing change, which has an effect on individual perspectives. It has never been more critical for school leaders to have the proper abilities to plan, renovate and implement, and HR has a big role in taking part in this manner by listing the benefits and drawbacks of transformational leadership (MBA Skool Team. 2020). Transformational leadership has a number of important benefits, including the following:

- It keeps workers motivated by inspiring them to perform better,
- It provides a chance to acquire new skills and grow,
- It inspires members to be creative and do stimulating work, and
- It builds trust and boosts enthusiasm,

Despite its many advantages, transformational leadership also has a few disadvantages. Among them are: Transformational leadership emphasizes enduring vision through encouragement and, as a result, may overlook minor issues. In addition, too much enthusiasm and motivation can occasionally interfere with logical thought, and transformational leaders may be ineffective if their team members are too involved with them and lose sight of their educational objectives. Transformational leadership is a paradigm for educators, deans, principals, professors, and teachers in education. It houses a premium on fostering community ties, which motivates both students and teachers to achieve at higher levels. Transformational leaders in education frequently motivate and cultivate the next generation of transformational leaders in business, government, and other sectors of society. Transformational leaders in education take into account the lived experiences of all the students they instruct and drive change that results in improved experiences for all. According to Fontein (2022), transformational leadership's benefits are not always as apparent as those of instructional leadership. Transformational leadership does not necessitate, for instance, discovering new ways to teach math or science. Rather, transformational leadership entails influencing a broader cultural shift in accordance with the school's objectives and the success of all students.

By critically examining case studies, empirical evidence, and theoretical perspectives, this study aims to provide a comprehensive understanding of how transformational leadership can be cultivated and sustained, even in the face of adversity. Ultimately, the research aspires offers practical recommendations for leaders, organizations, and policymakers committed to fostering transformational changes.

Challenges of Transformational Leadership in Secondary Schools in Enugu State

Recent studies by authors like Ibe, C. E., & Chukwu, L. C. (2023), Osunka, E. C., & Unachukwu, G. O. (2023), Ajala, A. (2024), Eze, J. (2011), Ugwuanyi, C. S., & Pietsch, M. (2024), Adeoye, M. A., & Ainnubi, O. P. (2023), Nnaji, E. S., & Unamba, C. P. (2024), Okere, C. O. P., & Wike, R. E. (2023), Igwe, N. N., Ndidiamaka, M. O., & Chidi, A. F. (2017), Ofoegbu, F. I., & Osagie, E. O. (2013)and Asabia, O. (2024) have highlighted several challenges associated with implementing transformational leadership in secondary schools in Enugu State, Nigeria:

1. **Inconsistent Government Policies and Underfunding**
   Principals in Enugu State face challenges due to fluctuating educational policies and inadequate funding. These financial constraints limit the ability to invest in professional development and necessary resources, impeding the consistent application of transformational leadership practices.

2. **Resistance to Change**
   There is a notable resistance to change among staff, stemming from entrenched traditional practices and skepticism towards new leadership approaches. This resistance can impede the adoption of innovative strategies central to transformational leadership.

3. **Cultural and Societal Barriers**
   Cultural norms and societal expectations often place constraints on female teachers aspiring to leadership roles, limiting the diversity and inclusivity of leadership within schools. Such gender biases can undermine the effectiveness of transformational leadership initiatives.

4. **Limited Professional Development Opportunities**
   There is a scarcity of structured professional development programs for school leaders, affecting their capacity to implement transformational leadership effectively. Without continuous training, principals may struggle to inspire and lead their teams towards achieving educational goals.

5. **Infrastructural Deficiencies**
   Inadequate facilities, such as non-functional libraries and overcrowded classrooms, pose significant challenges to the implementation of transformational leadership. These infrastructural issues limit the ability to create conducive learning environments and support staff development.

Therefore the following could be listed as challenges of transformational leadership style in educational administration :Charisma and Authenticity, Building Trust, Managing changes ,Measuring success, Resistance to changes ,Limited resources, Bureaucratic constraints, Leadership burnout ,Lack of training and professional developments

Prospects of Transformational Leadership in Educational Administration

Transformational leadership also promotes teaching staff professionalism by granting them autonomy and room for growth. Teachers are more engaged in school issues because a leader empowers followers to encounter and overcome obstacles on their own. It is most likely that cooperative connections will develop when obstacles are overcome collectively, without oversight from the leader. Studies indicate that highly effective leadership styles influence student performance positively. Transformational leadership can produce a vast array of individual, group, and organizational outcomes (Lynch, 2015).

Prospects of Transformational Leadership in Secondary Schools in Enugu State

Recent studies have highlighted several positive outcomes associated with the implementation of transformational leadership in secondary schools in Enugu State, Nigeria:

1. **Enhanced Conflict Management**
   Ibe and Chukwu (2023) found that transformational leadership positively influences principals' ability to manage conflicts effectively. Their study indicated that principals who exhibit idealized

influence, inspirational motivation, and intellectual stimulation are better equipped to handle conflicts, leading to a more harmonious school environment.

2. **Reduction in Teacher Job-Related Stress**
Osunka and Unachukwu (2023) reported a low negative relationship between principals' transformational ethical leadership behaviors and teachers' job-related stress. Their findings suggest that transformational leadership practices can alleviate stress among teachers, contributing to a more productive and positive work environment.

3. **Improved Teacher Job Performance**
Ifere et al. (2024) observed a positive relationship between principals' transformational leadership behaviors and teachers' job performance in Ebonyi State. Their study concluded that principals who engage in intellectual stimulation, individualized consideration, and idealized influence can enhance teachers' performance, leading to better educational outcomes.

4. **Promotion of Teacher Job Satisfaction**
A study by Ifere et al. (2024) indicated that principals' transformational leadership skills significantly impact teachers' job satisfaction. Teachers reported higher satisfaction levels when principals demonstrated transformational leadership behaviors, which in turn can lead to improved retention and performance.

5. **Enhanced School Leadership Efficacy**
Ugwuanyi and Pietsch (2024) highlighted that transformational leadership practices contribute to increased leadership self-efficacy among school leaders. Their research suggests that principals who adopt transformational leadership styles are more confident in their abilities to lead effectively, which can positively influence school performance. The adoption of transformational leadership in secondary schools in Enugu State holds significant promise for improving various aspects of educational administration, including conflict management, teacher well-being, job performance, satisfaction, and leadership efficacy. These positive outcomes underscore the potential benefits of embracing transformational leadership styles in the region's secondary schools. Therefore the following could be listed as the prospects of transformational leadership style in educational administration : Enhanced School Culture, Increased Teacher Morale and Retention, Improved Student Outcomes ,Encouragement of Lifelong Learning, Change Management, Increased motivation and engagement, Improve innovation and creativity , Enhanced collaboration and teamwork, Better adaptability and resilience ,long-term success.

Impact of transformational leadership style in educational administration

The educational sector is often seen as a place where progress is driven by the collective effort of students, teachers, and administrators. But what truly propels a school or university towards excellence is leadership. More specifically, Transformational leadership goes beyond traditional management styles by fostering motivation, inspiration, and innovation. In the context of educational advancement, this type

of leadership has the potential to not only enhance academic performance but also improve morale and create a more positive, dynamic environment. But how exactly does transformational leadership impact educational outcomes, and why is it so crucial for the advancement of institutions today? Transformational leadership also promotes teaching staff professionalism by granting them autonomy and room for growth. Teachers are more engaged in school issues because a leader empowers followers to encounter and overcome obstacles on their own. It is most likely that cooperative connections will develop when obstacles are overcome collectively, without oversight from the leader. Studies indicate that highly effective leadership styles influence student performance positively. Transformational leadership can produce a vast array of individual, group, and organizational outcomes (Lynch, 2015). Instructors can choose amongst two leadership styles: transmission or transformational. A transformational instructor concentrates on transmitting knowledge to pupils without encouraging their participation. A transformational leader, on the other hand, creates methods for students to contribute their opinions (School of Education,2019). Educators who are transformational leaders obtain positive results, including better student engagement with their course subject and other school pursuits. Les dependents of transformational leaders experience less role conflict, greater work performance, and bigger task fulfillment than those of non-transformational leaders.

Recent studies have highlighted the significant impact of transformational leadership on educational administration, emphasizing its role in enhancing school culture, teacher motivation, student outcomes, and institutional effectiveness.

1. Enhancing School Culture and Teacher Motivation
A 2024 study by Çakır and Özgenel in Istanbul found that principals' transformational leadership positively influenced teachers' perceptions of school happiness. This effect was mediated by school culture, suggesting that transformational leadership fosters a positive environment that enhances teacher well-being and satisfaction.

2. Improving School Effectiveness and Reducing Workplace Exclusion
Research by Kandemir in 2024 indicated that transformational leadership significantly enhances school effectiveness, which in turn reduces workplace exclusion among teachers. The study highlighted the importance of leadership in creating inclusive and effective school environments.

3. Promoting Teacher Motivation and Managing Change
A study in Tanzania explored how transformational leadership enhances teacher motivation and facilitates change management in secondary schools. The findings emphasized the role of leadership in inspiring teachers and effectively implementing changes within educational institutions.

4. Improving Student Outcomes
In the Philippines, research by Reyes in 2024 demonstrated that transformational leadership positively impacts student achievement. The study found that leadership strategies such as inspirational motivation and intellectual stimulation significantly influenced student performance, underscoring the role of school leaders in shaping a positive school climate that fosters academic success.

5. Fostering Educational Innovation

A study published in *Excellencia: International Multi-disciplinary Journal of Education* explored the role of transformational leadership in promoting educational innovation. The research highlighted that transformational leaders encourage risk-taking, foster collaboration, and empower educators to adopt new pedagogical practices and technologies, resulting in improved student outcomes and organizational success.

These findings collectively underscore the transformative power of leadership in educational settings. By adopting transformational leadership practices, educational administrators can create environments that promote collaboration, innovation, and continuous improvement, ultimately leading to enhanced educational outcomes.

Statement of problem

Despite the growing recognition of transformational leadership as a catalyst for educational improvement, its application in secondary schools in Enugu education zone , Nigeria, remains underexplored. Existing studies have highlighted various challenges and prospects associated with this leadership style in the broader Nigerian context. For instance, Adeoye and Ainnubi (2023) identified challenges such as resistance to change, resource constraints, and administrative obstacles faced by principals in implementing transformational leadership in Oyo State secondary schools . Similarly, Nnaji and Unamba (2024) emphasized the importance of mentorship programs and capacity-building initiatives to enhance teachers' productivity through transformational leadership in Cross River State. However, these findings may not fully capture the unique socio-cultural and infrastructural dynamics of Enugu State. Preliminary insights suggest that principals in Enugu education zone encounter specific challenges, including inconsistent government policies, inadequate funding, and limited professional development opportunities, which may impede the effective implementation of transformational leadership. This seminar seeks to investigate the specific challenges and prospects of adopting transformational leadership styles in secondary schools in Enugu education zone . By examining these factors, the study aims to provide context-specific recommendations for enhancing leadership practices that can lead to improved school administration and educational outcomes in the state.

Purpose of the Study:

The main purpose of the study is to explore the challenges and prospects of transformational leadership style in educational administration in secondary schools in Enugu education zone It aims to analyze how transformational leaders inspire and influence their followers, foster a culture of trust and commitment, and drive change within education system. Specifically this study intend to;

1. To examine the core principles of transformational leadership in educational administration in secondary schools in Enugu education zone.
2. To identify the common challenges faced by transformational leaders in educational administrations in secondary schools in Enugu education zone.

3. To assess the potential prospects and future relevance of transformational leadership in an innovating educational system in secondary schools in Enugu education zone.

Research Questions

1. What are the core principles of transformational leadership in educational administration in secondary schools in Enugu education zone
2. What are the common challenges faced by transformational leader in educational administration in secondary schools in Enugu education zone.
3. What are the potential prospects and future relevance of transformational leadership in an innovating education system in secondary schools in Enugu education zone.

Research Hypotheses

Ho1: There is no significance difference in the mean responses of principals and teachers regarding the core principles of transformational leadership in educational administration in secondary school in Enugu education zone**.**

Ho2: There is no significance difference in the mean rating of principals and teachers regarding the common challenges faced by transformational leaders in educational administrations in secondary school in Enugu education zone.

Ho3: There is no significance difference in the mean rating of principals and teachers regarding the potential prospects and future relevance of transformational leadership in an innovating educational system in secondary school in Enugu education zone.

Method

The study adopted a survey research design. The population of the study consist of 1763 principals and teachers in 33 secondary schools Enugu education zone, A sample of 326 principals and teachers(33 principals and 293 teachers) using Taro Yamane method of sampling .The instrument for data collection was questionnaire titled Transformational leadership style in educational administration (TLSEA): challenges and prospects in secondary schools in Enugu education zone. A 15 item questionnaire grouped into 3 section according to the research question that guided the study. The items were structured in four rating scale of strongly Agreed (SA)3.50-4.00, Agreed(A)2.5-3.49, Disagreed(D)1.50-2.49,and Strongly disagreed(SD)1.00-1.49, with weighting numerical value of 4, 3,2 and 1 respectively . The instrument was validated by three expert, two in Education management and one in measurement & Evaluation in the department of Education all in Peace Land University Enugu. The reliability of the instrument was determined using test-retest reliability techniques. The copies of the questionnaire distributed, out of 326 copies distributed 302 were properly filled and retrieved representing 92% retune rate. The data collected was analyzed using Mean rating was used to analyzed the collected data while t-test statistic was used to test the null hypothesis at 0.05 level of significant. The findings of the study were presented in table as follows:

Research question 1

What are the core principles of transformational leadership in educational administration in secondary Enugu education zone?

Table 1:

Mean rating and standard deviation on the core principles of transformational leadership in educational administration in secondary Enugu education zone?

Items: **the core principles of transformational leadership in educational administration**	principals $\times$ SD N = 33		Teachers $\times$ SD N = 293		Overall $\times$ SD N =326		Decision
1. The school leader communicates a clear and compelling vision for the future..	2.95	0.51	2.94	0.46	2.9	0.50	Agreed
2. The leader inspires staff and students to strive toward shared goals.	3.1	0.43	3.14	0.37	3.12	0.4	Agreed
3.The leader leads by example and demonstrates ethical behavior	3.09	0.38	3.07	0.35	3.08	0.37	Agreed
4. Staff are given opportunities to grow professionally through mentorship and coaching.	3.06	0.42	3.04	0.39	3.05	0.41	Agreed
Cluster mean and standard deviation=	3.05	0.43	3.05	0.39	3.05	0.41	Agreed

Table 1 shows that core principles of transformational leadership in educational administration in secondary schools in Enugu education zone : school leader communicates a clear and compelling vision for the future has a mean of 2.9 , leader inspires staff and students to strive toward shared goals has a mean of 3.12,leader leads by example and demonstrates ethical behavior has a mean of 3.08, Staff are given opportunities to grow professionally through mentorship and coaching has a mean of 3.05. The grand mean is 3.05.the grand standard deviation is 0.41 show that the opinion of the respondent are homogeneous.

Ho1: There is no significance difference in the mean responses of principals and teachers regarding the core principles of transformational leadership in educational administration in secondary school in Enugu education zone.

Table 2: t-test analysis on the mean ratings with standard deviation on the responses of principals and teachers regarding the core principles of transformational leadership in educational administration in secondary school in Enugu education zone.

Variables	X	SD	N	DF	t-cal	t-tab	P	Decision
Principals	3.05	0.43	33	325	0	1.96	0.05	Not significant
Teachers	3.05	0.39	293					

t-ctitical (1.96) > t-calculated (0) = not significant

Table 2 show that the calculated t-value for 4 items at 0.5level of significance and 325 degree of freedom is 0 while the critical value is1.96 .since the t-critical is higher than the t-calculated value, the null hypotheses is therefore not rejected. This implies that no significant difference exist between the mean rating of principals and teachers regarding the core principles of transformational leadership in educational administration in secondary school in Enugu education zone.

Research question 2

What are the common challenges faced by transformational leader in educational administration in secondary school in Enugu education zone?

Table 3:

The common challenges faced by transformational leader in educational administration in secondary school in Enugu education zone?

Item: the common challenges faced by transformational **leadership in** educational administration in secondary school in Enugu education zone.	principals N = 33		Teachers N = 293		Overall N =326		Decision
	×	SD	×	SD	×	SD	
5.Resistance to change	3.13	0.33	3.1	0.36	3.12	0.35	Agreed
6. Lack of resources	3.82	0.46	3.9	0.3	3.86	0.38	SA
7. Difficulty engaging all stakeholders	3.0	0.63	3.1	0.43	3.05	0.53	Agreed
8. Inadequate support from staff or administration	2.95	0.6	2.99	0.51	2.97	0.56	Agreed
9. Misalignment of goals and vision	2.8	0.74	2.88	0.65	2.84	0.69	Agreed
10. Resistance or apathy from stakeholders	2.82	0.68	2.86	0.69	2.84	0.69	Agreed

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Cluster mean and standard deviation=	3.1	0.57	3.12	0.49	3.11	0.53	Agreed

Table 3 show that the common challenges faced by transformational leader in educational administration in secondary school in Enugu education zone: Resistance to change has a mean of 3.12, Lack of resources has a mean of 3.86, Difficulty engaging all stakeholders has a mean of 3.05, Inadequate support from staff or administration has a mean of 2.97, Misalignment of goals and vision has a mean of 2.84, Resistance or apathy from stakeholders has a mean of 2.84. The grand mean is 3.11.the grand standard deviation is 0.53 shows that the opinion of the respondent are homogeneous

Ho2: There is no significance difference in the mean rating of principals and teachers regarding the common challenges faced by transformational leaders in educational administrations in secondary school in Enugu education zone.

Table 2: t-test analysis on the mean ratings with standard deviation on the responses of principals and teachers regarding the common challenges faced by transformational leaders in educational administrations in secondary school in Enugu education zone.

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Variables	X	SD	N	DF	t-cal	t-tab	P	Decision
Principals	3.1	0.57	33	325	0.1937	1.96	0.05	Not significant
Teachers	3.12	0.49	293					

t-ctitical (1.96) > t-calculated (0.1937) = not significant

Table 4 show that the calculated t-value for 6 items at 0.5 level of significance and 325 degree of freedom is 0.1937 while the critical value is1.96 .since the t-critical is higher than the t-calculated value, the null hypotheses is therefore not rejected. This implies that no significant difference exist between the mean rating of principals and teachers regarding the common challenges faced by transformational leaders in educational administrations in secondary school in Enugu education zone.

Research question 3

What are the potential prospects of transformational leadership style in an innovating education system in secondary school in Enugu education zone.

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Table 5:

The potential prospects of transformational leadership style in an innovating education system in secondary school in Enugu education zone.

Item: potential prospects of transformational leadership style in an innovating education secondary school in Enugu education zone.	principals N = 33		Teachers N = 293		Overall N =326		Decision
	×	SD	×	SD	×	SD	
11.Transformational leadership style will play a supportive role driving educational innovation over the next decade.	3.82	0.46	3.75	0.65	3.79	0.56	SA
12. Transformational leadership style play a central role driving educational innovation over the next decade.	3.77	0.55	3.75	0.55	3.76	0.55	SA
13. Integration of AI and digital technologies.	3.03	0.41	3.1	0.3	3.07	0.71	Agreed
14. schools led by transformational leaders will successfully adapt to future changes in education	3.0	0.3	2.8	0.72	2.9	0.51	Agreed
15. transformational leadership will Encourage innovation and creativity	3.05	0.39	3.01	0.48	3.03	0.44	Agreed
Cluster mean and standard deviation=	3.33	0.42	3.28	0.54	3.31	0.48	Agreed

Table 5 shows that the potential prospects of transformational leadership style in an innovating education system in secondary school in Enugu education zone: Transformational leadership style will play a supportive role driving educational innovation over the next decade has a mean of 3.79, will play a central role driving educational innovation over the next decade has a mean of 3.76, Integration of AI and digital technologies has a mean of 3.07, will successfully adapt to future changes in education has a mean of 2.9, will Encourage innovation and creativity has a mean of 3.03. The grand mean is 3.31.the grand standard deviation is 0.48 shows that the opinion of the respondent are homogeneous.

Ho3: There is no significance difference in the mean rating of principals and teachers regarding the potential prospects and future relevance of transformational leadership in an innovating educational system in secondary school in Enugu education zone.

Table 2: t-test analysis on the mean ratings with standard deviation on the responses of principals and teachers regarding the potential prospects and future relevance of transformational leadership in an innovating educational system in secondary school in Enugu education zone.

Variables	X	SD	N	DF	t-cal	t-tab	P	Decision
Principals	3.33	0.42	33	325	0.628	1.96	0.05	Not significant
Teachers	3.28	0.54	293					

t-critical (1.96) > t-calculated (0.1628) = not significant

Table 6 show that the calculated t-value for 6 items at 0.5level of significance and 325 degree of freedom is 0.628 while the critical value is1.96 .since the t-critical is higher than the t-calculated value, the null hypotheses is therefore not rejected. This implies that no significant difference exist between the mean rating of principals and teachers regarding the potential prospects and future relevance of transformational leadership in an innovating educational system in secondary school in Enugu education zone.

Discussion of findings of the study

The findings of the study according to the research questions one shows that the core principles of transformational leadership in educational administration are that school leader communicates a clear and compelling vision for the future , leader inspires staff and students to strive toward shared goals ,leader leads by example and demonstrates ethical behavior, Staff are given opportunities to grow professionally through mentorship and coaching .the findings is supported by the study done by Mitchell *et al.* (2014) examined how transformational leadership influences individual and team innovativeness. Transformational leadership increases team creativity but decreases individual innovation, according to studies (Mitchell *et al.*, 2014). Boamah (2018) studied how transformational leadership affects workplace empowerment and patient care among nursing leaders. The study concluded that high-quality hospital practices required transformational leadership. The result of null hypotheses one indicates that no significant difference exist between the mean rating of principals and teachers regarding the core principles of transformational leadership in educational administration in secondary school in Enugu education zone.

In addition , the finding of the study based on research question two on the common challenges faced by transformational leader in educational administration are Resistance to change, Lack of resources , Difficulty engaging all stakeholders, Inadequate support from staff or administration, Misalignment of goals and vision, Resistance or apathy from stakeholders . The findings are supported by the study by Benjamin Okey Eneje and Leo C. Chukwu (2024) examined the management strategies employed by secondary school principals to achieve educational objectives in Enugu State. The study highlighted that principals who adopt transformational leadership styles, focusing on instructional leadership and staff personnel management, are more successful in realizing educational. The result of null hypotheses one indicates no significant difference exist between the mean rating of principals and teachers regarding the

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potential prospects and future relevance of transformational leadership in an innovating educational system in secondary school in Enugu education zone.

Further, the result of the study according to research question three showed that the respondent agreed that the potential prospects of transformational leadership style in an innovating education system in secondary school in Enugu education zone: Transformational leadership style will play a supportive role driving educational innovation over the next decade, will play a central role driving educational innovation over the next decade, Integration of AI and digital technologies, will successfully adapt to future changes in education, and will Encourage innovation and creativity .the findings of the study is supported by Ifere et al. (2024) observed a positive relationship between principals' transformational leadership behaviors and teachers' job performance in Ebonyi State. Their study concluded that principals who engage in intellectual stimulation, individualized consideration, and idealized influence can enhance teachers' performance, leading to better educational outcomes. that no significant difference exist between the mean rating of principals and teachers regarding the potential prospects and future relevance of transformational leadership in an innovating educational system in secondary school in Enugu education zone.

Conclusion

The findings of the study indicates that the challenges of transformational leadership style in educational administrations : Resistance to change, Lack of resources , Difficulty engaging all stakeholders, Inadequate support from staff or administration, Misalignment of goals and vision, Resistance or apathy from stakeholder and has it prospects to play a supportive role driving educational innovation over the next decade, to play a central role driving educational innovation over the next decade, to Integrate AI and digital technologies, to successfully adapt to future changes in education, and to Encourage innovation and creativity. The study therefore concludes that embracing the potential prospects of transformational leadership style in educational administration solves the challenges faced by administrators on the administration of transformational leadership style in secondary school in Enugu education zone.

Recommendations

Based on the findings the following recommendations were made :

1. The educational administrators should be enlightened through seminars, workshops on the effectiveness of transformational leadership style in educational administration.
2. The stakeholders in education should work hand in hand with educational administrator to overcome the challenges of transformational leadership style in secondary school in Enugu education zone.
3. The future prospect of transformational leadership style in educational administration should be well communicated to teachers, students , administrators, parents to fosters cooperation.

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