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Impact of Transformational Leadership on Student Satisfaction and Retention: A Study of Selected Universities in the South-East Zone of Nigeria.

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ABSTRACT

This research focused on the transformational leadership behaviors of lecturers in three institutions of higher learning in Nigeria and its impact on student satisfaction and retention. A questionnaire of 36 questions with Likert scale (1-5) was used as an instrument to gather data which helped to determine the student assessment of the transformational leadership behavior displayed by their lecturers and its impact on student satisfaction and retention in institutions in Nigeria. A sample size of 300 students was randomly selected for this research. Students who have been in the institution for more than one year were chosen for this research to ensure reliability of the data. In analyzing the data, Statistical Package for Social Sciences (SPSS) was used. From the correlation analysis, it showed that transformational leadership behaviors such as intellectual stimulation, inspirational motivation, idealized attributes, and individual consideration were highly correlated and significant with student satisfaction and retention in those two institutions in Nigeria. However, regression analysis shows that Transformational Leadership behavior of idealized attributes, inspirational motivation, intellectual stimulations, and individual consideration were significant and positively influence student satisfaction level. This research has contributed to the existing knowledge by identifying those essential attributes of a lecturer which impacts positively on students' satisfaction and retention in institutions in Nigeria. It was recommended among others that lecturers should always improve on the four areas of transformational leadership behaviours.

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Introduction

This research focused mainly on the Transformational Leadership behaviors displayed by lecturers and its impact on Students Satisfaction and Retention in institutions of higher learning in Nigeria. Transformational leadership is a style of leadership where the leader is charged with identifying the needed change, creating a vision to guide the change through inspiration, and executing the change in tandem with committed members of the group (Leithwood and Jantzi, 2006). It also serves to enhance the motivation, morale, and performance of followers through a variety of mechanisms which include connecting the followers' sense of identity and self to the project and the collective identity of the organization; being a role model for followers in order to inspire them and raise their interest in the project; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, allowing the leader to align followers with tasks that enhance their performance. Although this research based its theoretical framework on leadership theory, it will rather draw attention and knowledge from authors in educational leadership whose research focused more on instructional leadership and its outcome, e.g. Leithwood and Jantzi, (2009) instructional leadership model.

Over 10 decades ago, a market sensitive education system has evolved in Nigeria.

Higher educational institutions in Nigeria are beginning to meet up with the global challenge by changing not only the content of school curriculum but importantly their delivery systems. So far, many developments have been recorded in the Nigerian educational system; and this is bound to set a revolution within the system. To effectively position Nigeria as Africa's regional education hub, the ministry of education in Nigeria is targeting an increased number of students (both local and foreign) studying in Nigeria within the next five years or more (Vanguard Newspaper, May 2015).

1.1 Statement of the Problem

The APC-led federal government of Nigeria is facilitating change and also looking for innovative approaches to expand the education landscape. These government efforts are reflected in the Buhari campaign plan where it showed a significant departure from the previous governments' efforts aimed at improving the standard of education in Nigeria. So, this latest government approach is paving way for both public and private sectors to meet the needs for tertiary education by offering degree, diploma and certificate level courses either by the traditional method or distance learning. However, earlier research on transformational leadership was limited, because the knowledge in this area was too primitive. Most items in the scale of Transformational leadership described the result of leadership, instead of specific actions of the leader that can be observed and that, in turn, lead to positive results.

In response to the critics, Bass and Avolio (1999) included in the revised and now subsequent versions many more items that describe leadership actions that are observed directly. They also split out attributions of leadership associated with Idealized Influence and behaviors and actions into separate scales.

1.2 Objectives of the Research:

1. To examine if the display of idealized attributes among lecturers leads to student satisfaction and retention.
2. To examine if the display of idealized behavior among lecturers produces student satisfaction and retention.
3. To examine if the display of inspirational motivation among lecturers leads to student satisfaction and retention.
4. To examine if the display of intellectual stimulation among lecturers produces student satisfaction and retention.
5. To examine if the display of individual consideration among lecturers leads to student satisfaction and retention.

1.3 Research Questions:

1. To what extent can the level of idealized attributes displayed among lecturers lead to student satisfaction and retention?
2. To what extent can the level of idealized behavior displayed among lecturers lead to student satisfaction and retention?
3. To what extent can the level of inspirational motivation displayed among lecturers lead to student satisfaction and retention?
4. To what extent can the level of intellectual stimulation displayed among the lecturers lead to student satisfaction and retention?
5. To what extent can the level of individual consideration displayed among the lecturers lead to student satisfaction and retention?

1.4 Hypotheses

1. There is no relationship between idealized attribute displayed among lecturers and student satisfaction and retention.
2. There is no relationship between the level of idealized behavior displayed among lecturers and student satisfaction and retention.
3. The level of inspirational motivation displayed among lecturers cannot lead to student satisfaction and retention.
4. The level of intellectual stimulation displayed among lecturers cannot lead to student satisfaction and retention.
5. The level of individual consideration displayed among lecturers cannot lead to student satisfaction and retention.

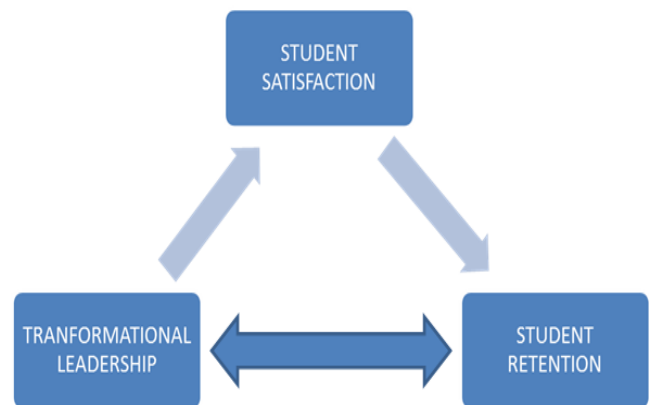
2.1 Review of Related Literature

This literature outlines the conceptual and theoretical frameworks in leadership especially transformational leadership, and specifically reviewed its empirical relationship to student satisfaction and retention in institutions of higher learning in Nigeria. It also drew attention and knowledge from authors in educational leadership whose research focused more on instructional leadership and its outcome. Their conflicting arguments and empirical evidence guided the researcher in identifying the impact of transformational leadership behaviors on student satisfaction and retention in Chukwuemeka Odumegwu Ojukwu University Uli, Federal University of Technology Owerri and University of Nigeria Nsukka.

2.2 Conceptual Framework

From the conceptual framework, it can be observed that there is an inter-relationship between the transformational leadership behaviors displayed by lecturers in institutions of higher learning in Nigeria, student satisfaction and retention.

The significance of these inter-relationships between both dependent (student satisfaction and retention), and independent variable (transformational leadership) was empirically determined in the findings of this research. Students' decision to remain in the institution until graduation benefits both the lecturers and the institution while their intention to leave affects the lecturers and the institution. Therefore, positive transformational leadership behaviors from lecturers have direct impact on student satisfaction (Hassan and Yau, 2013); which informs their decision to either remain or leave the institution before graduation, thus the inter-relationship as shown in the framework.



Again, in every academic setting, student satisfaction data helps institutions to make their curriculum more responsive to the needs of today's educational world (Pascarella & Terenzini, (2005). So, to enable institutions attract and retain students, they must identify and meet students' expectations. Meeting students' expectation could be highlighted in the institution's effort to provide a conducive learning environment and the attitudes of lecturers towards impacting sound knowledge on the students. Student retention refers to the measure used by the institution in order to retain the number of students graduating from the school (Swail, 2006). Student retention is a reflection of how satisfied students are within the institution. Therefore, certain factors if managed properly, would remain a parameter for measuring student retention.

The concepts and definition of transformational leadership (TL) was first coined by Burns (1978) and then extended and operationalized by Bass (1985). This proactive and helps followers to achieve their goal (Antokonaksi et al, 2003) and moves the followers beyond immediate requirement (Bass, 1999). Transformational leadership (TL) comprises of 5 elements which include intellectual stimulations, idealised behaviour, idealised attributes, inspirational motivation and individual consideration (Bass, 1999). Intellectual stimulation (IS) describes the extent to which leaders/lecturers stimulate their students to be innovative and creative (Limsila and Ogunlana, 2008) and consider old problems with a new perspective (Moss and Ritossa, 2007). Idealised influenced attributes (IA) consist of trusts, and respects whereas idealised influenced behaviour (IB) exhibits excellent behaviour and might sacrifice their own needs to improve the objectives of their students (Moss and Ritossa, 2007). Inspirational motivation (IM) described the extent that a lecturer as a leader states the vision that is attractive and encouraging to students (Judge and Piccolo, 2004).

Lecturers as leaders strengthen students by viewing the future with optimism (Antoonakis et al, 2003) and acting in

ways that motivate those around them by providing meaningful challenge to their students' work (Bass et al, 2003). Individual consideration (IC) is the degree to which lectures/leaders providing support, encouragement, and coaching to students (Yulk, 2006). Lecturers as leaders listen carefully to the individual needs of students and may encourage self-learning to help students to grow through personal challenges (Bass et al, 2003; Judge & Piccolo, 2004). Studies found that lecturers/teachers who have displayed idealised influences (IA and IB) intellectual stimulations, individualised considerations and inspirational motivations were significant and positively associated with student behaviour, perceptions and learning outcomes and building trust (Bolkan and Goodboy, 2009). Transformational leaders in many different and unique ways, are proactive. These leaders attempt to optimize not just performance, but development as well. Development encompasses such things as the maturation of ability, motivation, attitudes, and values. They convince others to strive for a higher level of achievement as well as higher levels of moral and ethical standards. Through the development of their teachers, they optimize the development of their school as well. Authentic transformational leaders are required to promote within their organizations ethical policies, procedures and processes. They need to be committed to a clearly stated, continually enforced code of ethical conduct and they should foster an organizational culture with high ethical standards to eventuate in the internalization in all the organization's members, shared moral standards (Bass and Steidlmeier, 1998). The inspirational appeals of the authentic transformational leader tend to focus on the best in people. Leaders are genuinely concerned about the good that can be achieved for their group and they openly bring about changes in the followers values by the merit and relevancy of their ideas and mission to their followers' ultimate belief and satisfaction (Bass and Steidlmeier, 1998). Bass and Steidlmeier (1998) conclude that leaders are authentically transformational when they increase awareness of what is deemed to be right, good and important; when they help to elevate followers' needs for achievement and self-actualization; when they foster higher moral maturity in their followers; and when they move followers to go beyond their self-interests for the good of their group.

Despite the fact that transformational leadership is regarded by most, as a leadership that involves moral maturity and moral uplifting of followers, its ethics have been questioned. Its critics have suggested five arguments against it. First of all, they believe that because transformational leadership uses impression management, it lends itself to amoral puffery. Secondly, they consider it as antagonistic to organizational learning and development that involves shared leadership, equality, consensus and decision-making. Thirdly, they believe that it encourages followers to go beyond their own self-interests for the good of the organization, and therefore, engage them irrationally in pursuits of evil ends contrary to the followers' best interests. Fourthly, they regard it as a leadership that manipulates followers and in effect, causes them to lose more than they gain. Finally, they suggest that transformational leadership lacks the checks and balances of countervailing interests, influences and power in order to avoid dictatorship and oppression of a minority by a majority (Bass and Steidlmeier, 1998).

Bass and Steidlmeier (1998) however, propose that these critics fail to see the positive aspects of transformational leadership. Rather than being unethical, authentic

transformational leaders identify the core values and unifying purposes of the organization and its members, liberate their potential and foster a pluralistic leadership and satisfied followers. Transformational leadership has three basic functions. First, transformational leaders sincerely serve the needs of others, empower them and inspire followers to achieve great success. Secondly, they charismatically lead, set a vision, instill trust, confidence and pride in working with them. In this model, the school becomes less bureaucratic and functions as its own transforming agent. Instead of empowering selected individuals, the school becomes empowered as a collective unit. If leadership is accepted as a process of interaction between leaders and subordinates where a leader attempts to influence the others' behaviors to accomplish organizational goals (Yukl, 2006), then, leaders must foster strong community support for the change by creating a vision for the organization and stimulating them at school (Bass, 1985; 1997). Bass & Avolio (1994) assert that transformational leaders focus on capacity building for the purpose of organizational change. Leithwood & Jantzi (2000) assert that transformational leadership has seven dimensions at schools. These are; building school vision and establishing school goals, providing intellectual stimulation, providing individualized support, modeling best practices and organizational values, setting high academic standard expectations, creating a productive school culture and fostering participation in decisions.

Transformational leaders are in pursuit of three major goals: helping staff members develop and maintain a collaborative, professional school environment; fostering teacher development; and helping teachers solve problems more effectively (Leithwood, 1992).

Helping staff members develop and maintain a collaborative, professional school environment: In a collaborative school environment the staff members often talk, observe, critique, and plan together. The norms of collective responsibility and continuous improvement encourage staff to teach one another and as a result, learn how to teach better (Leithwood, 1992). Some of the strategies used by leaders to build and maintain collaborative school cultures include involving the staff members with setting goals and reducing teachers' isolation. In order to support cultural changes, they use bureaucratic mechanisms such as selecting new staff members who are already committed to the schools mission and priorities (Leithwood, 1992).

In fostering teacher development, Leithwood (1992) suggests that teachers' motivation for development is enhanced when they internalize goals for professional growth. This process is facilitated when they engage in establishing a school mission to which they are committed. Teachers development can be enhanced by giving them a role in solving non-routine school improvement problems and ensuring that the goals are clear, explicit and challenging, but not unrealistic (Leithwood, 1992).

Helping teachers solve problems more effectively: In order to achieve any meaningful school improvement, staff members need to work harder. Hence, some teachers have come to value transformational leadership because it acts as a stimulant for engaging them in new activities and putting forth that "extra effort" (Leithwood, 1992). However, Leithwood (1992) uncovered practices that leaders primarily use to help staff work smarter but not harder. These leaders ensure a broader range of perspectives from which to interpret the problem. Additionally, they assist group discussions of

alternative solutions, avoid commitment to preconceived solutions and narrowly biased perspectives by keeping the group on task. The most significant belief held by these leaders is that their staff members, as a group, could develop better solutions than the principal alone (Leithwood, 1992).

According to Leithwood (1992), transformational leadership has a sizable influence on teacher collaboration and a significant relationship exists between its aspects and the changes of teachers' attitudes toward school improvement and altered instructional behavior. In order to bring about this change, the transformational leader must foster the moral values of honesty, loyalty and fairness and the end values of justice, equality and human rights (Bass and Steidlmeier, 1998). Hence, transformational leadership has become a benchmark in the workings of many educational institutions. This has resulted in new roles for the teachers. Teachers of the future will inevitably have to make a commitment to moral purpose.

2.3. Theoretical Framework

Although this research based its theoretical framework on leadership theory, it rather drew attention and knowledge from authors in educational leadership whose research focused more on instructional leadership and which found that when transformational leadership and instructional leadership coexist, the influence on school performance is substantial. e.g. Leithwood and Jantzi, (2009), Marks and Printy (2003) instructional leadership model.

A review of leadership literature revealed an evolving series of 'schools of thought' from "Great Man" and "Trait" theories to "Transformational" leadership. Whilst early theories tend to focus upon the characteristics and behaviours of successful leaders, later theories begin to consider the role of followers and the contextual nature of leadership.

Educational and Instructional leadership in this context refers to the leadership style displayed by lecturers both within the school environment and the classrooms especially while dealing with the students. It will go to explain the extent to which good academic relationship between the lecturers and the students produces sound educational performance for the students and a reputable organizational image for the institution. Yukl (2006) defines leadership as "the process of influencing subordinates to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives". Northouse (2007) defines leadership as "a process whereby an individual influences a group of individuals to achieve a common goal." There are different forms of leadership:

Autocratic Leadership, Bureaucratic leadership, Charismatic leadership, Democratic leadership or participative leadership, Laissez-faire leadership, People-oriented leadership, Servant leadership, Task-oriented leadership, Transactional leadership, Transformational leadership, Environmental leadership.

However, among these forms of leadership, Transformational leadership was chosen for this research. It was carefully chosen because transformational leaders motivate their team to be effective and efficient (Bass, 1999). Transformational Leadership simply explains a true leader who inspires his or her team with a shared vision for the future (Bass, 1999).

According to Bass, they are visionary leaders who tend to delegate responsibility amongst their teams in order to create

an atmosphere of togetherness and skill development among their subordinates.

2.4. Empirical Review

Due to its dominant leadership style, transformational leadership was chosen for this research to determine if its behaviors displayed among lecturers have significant impact on student satisfaction and retention in institutions in Nigeria. Many studies show that inspirational motivation and other dimensions of TL are important for student cognitive, affective and motivational outcomes in class room settings (Bolkan and Goodboy, 2009; Goody, Gavin Johnson, Farazier and Snow, 2009; Hardy et al, 2010, Hoehl, 2008; Ingram, 1997). Knowledge management and student's evaluation of lecturers credibility are positively associated with TL dimensions who demonstrate intellectual stimulations and charisma (Bolkan and Goodboy, 2009; Grifith , 2004; , Kuchinke, 1999; Politis, 2001). Research on the impact of Transformational Leadership on Student satisfaction and Retention is limited, even though some attempts have been made to investigate whether transformational leadership has an impact on school culture and certain teacher and student outcomes. In Canada, Leithwood and Jantzi (1999) found transformational leadership to have strong positive effects on organizational conditions (school and classroom conditions). School conditions included variables such as school planning and organizational culture, while classroom conditions referred to instructional services as well as and policies and procedures. The effects of transformational leadership on student engagement in schools were significant but weak on the affective and behavioral dimensions of student engagement. Geijssel, Slegers, Leithwood and Jantzi (2003) used data from Canada and the Netherlands to investigate the effects of transformational leadership on teacher commitment and effort towards school reform. Both the Dutch and the Canadian study found the dimensions of transformational leadership to have modest effects on teacher commitment to reform. Of all dimensions, vision building and intellectual stimulation were reported to have a significant effect on teacher commitment and extra effort, unlike individualised consideration which was found to have the weakest influence. In a US study of the relation of transformational leadership to school staff job satisfaction, turnover and school performance, Two indirect effects (through job satisfaction) were identified, one being negative in relation to staff turnover and the other positive in relation to student achievement progress. Moreover, in schools with higher levels of transformational leadership practices, the achievement gap between minority and nonminority students was found to be smaller. Leithwood and Jantzi (2006) used data from a national literacy and numeracy programme in England to examine the effects of a transformational leadership model on teacher variables, classroom practices and student achievement. The teacher variables included in the investigation were motivation, capacities (ability required for performance) and work settings (teachers' collective practices in relation to large scale reform, and the collective efficacy of the staff). Using path analytic techniques, the authors found leadership to have significant effects on teachers' classroom practices.

Specifically, leadership, along with the three teacher variables, explained about 25% to 35% in teachers' classroom practices. However, there were no significant effects of leadership on student achievement.

The available research on the effects of transformational leadership suggests that it is more likely to have a direct

impact on organizational processes associated with employee practices, motivation and satisfaction, which in turn are linked to the quality of the service offered and the performance of the organization. In most studies, positive indirect effects on student outcomes have been identified, with at least one study reporting a significant negative association between transformational leadership behavior and student outcomes: Thus, the nature of the relationship between leadership and educational outcomes makes it necessary to identify those intervening variables that are likely to have a direct impact on students. According to Leithwood and Jantzi (1999, p. 114), this constitutes “a significant challenge for leadership research.” Another study found that tutor’s TL behaviour such as intellectual stimulation and inspirational motivation and extra effort from students increases student satisfaction and student participation for tutor’s effectiveness (Pounder, 2008). Also Bolkan and Goodboy (2009) found a strong correlation between intellectual stimulation and inspirational motivation with student communication satisfaction. A study conducted on virtual environment shows that intellectual stimulation, individual consideration and inspirational motivation are positively associated with students’ outcomes of increased performance and satisfaction.

However, the most fully developed and widely acceptable concept of transformational leadership in connection to institutions was developed by Leithwood (Leithwood & Jantzi, (2006). His research was exclusively designed for schools, a distinction with significance for school research which formed the rationale to adopt his transformational leadership model for this research. Leithwood and Duke (1999) carried out a research on leadership in education from 1988 to 1995. They discovered a total of 121 articles on leadership, out of a total number of 716 articles. With a review of ten years of leadership research by influential scholars in educational leadership, they concluded that there was a clear trend toward the piling up of knowledge regarding school leadership and its effects. They recommended that the study of school leadership will become increasingly more eclectic, both philosophically and methodologically. Therefore, leading and managing institutions to be more effective in responding to the popular demands of the populace will require the knowledge and distinguished technical skills of competent and committed leaders (Leithwood and Duke, 1999). So, this has motivated academia to go extra mile in fulfilling the challenging task of evolving a sound educational field within a rapidly changing and diverse society (Leithwood and Duke, 1999).

3.1. Research Design

Since the focus of this study is to examine the impact of Transformational leadership on Student satisfaction and Student retention in institutions of higher learning in Nigeria, a cross-sectional survey design was used. This cross-sectional survey design was used because it is often a representative of entire population, rather than a smaller sub-population.

3.2. Instrument

A questionnaire with 36 questions was constructed by the researchers. A five-point Likert scale (1=strongly disagree to 5=strongly agree) was used for the independent variable of this study (Transformational leadership) and the dependent variables (Student satisfaction and Retention). Five-point Likert scale was used because it clearly outlays the strength of the respondent true feelings about the assertions contained in the questionnaire.

3.4. Data Collection Method

Primary data collection method was used for this research. Data for this study were gathered from survey questionnaires administered to 300 students in three tertiary institutions (COOU, FUTO and UNN) participating in the study. Hundred (100) copies of the questionnaire was administered to students from each of the three named institutions. Class representatives was asked to administer the questionnaire during the first minutes of their class session, because based on research conducted by James et al (2005), in-class survey administration has the highest response rate.

3.5. Sampling Method

This research used Proportionate stratified random sampling techniques.

3.6. Data Analysis

Data analysis defines a body of methods that assists to describe facts, detect patterns, develop explanations, and test hypotheses (Levine, 1996). In analyzing the data, Statistical Package for Social Sciences (SPSS) was used. It was used because similar and recent research where it was used (Hassan 2013) proved it reliable. Descriptive statistical analysis (factor analysis, linear regression, reliability and validity test, mean, standard deviations, and bivariate correlations) was assessed for the two variables-independent variable (transformational leadership) and the dependent variable (student satisfaction and retention). Descriptive statistical analysis was used for this research because it focuses on the exhaustive measurement of population characteristics (Levine, 1996). Regression analysis was used to examine the relationship between transformational leadership, student satisfaction and retention in institutions of higher learning in Nigeria. Correlation analysis was also used for this research. Correlation analysis was used because it quantifies the strength and direction of a linear association between the dependent variables (student satisfaction and retention) and independent variable (transformational leadership) (Levine, 1996). When high values of Transformational leadership are in relation with high values of student satisfaction and student retention in institutions in Nigeria, a positive correlation exists. When high values of Transformational leadership are associated with low values of student satisfaction and student retention in institutions higher learning in Nigeria, a negative correlation exists. A factor analysis was used for this study. It was used because factor analysis method always seeks to identify whether a number of variables of interest are linearly related to a smaller number of unobservable factors (Levine, 1996). Factor analysis also easily assists in accessing the validity and reliability of this research.

4.1 Findings/Results

Here is the presentation of the major findings of this research obtained through descriptive statistical analysis (factor analysis, linear regression, reliability and validity test, mean, standard deviations, and bivariate correlations).

Table 3.1. Analysis of Respondents’ feedback.

Option	No of Respondents	Percentage %
Filled and returned questionnaire	285	95%
Not Returned	15	5%
Total	300	100%

In order to measure the level of transformational leadership behaviors displayed by lecturers in institutions in Nigeria and the reliability and normality of the data gathered for analysis, Skewness, Kurtosis were adequately explored.

Table 3.2. Reliability and normality test.

Dimensions	Number of elements	Reliability (Cronbach Alpha)>07	Kurtosis-1<x<1	Skewness -1<x<1
IA	4	0.834	0.385	-0.241
IB	4	0.804	-0.492	-0.033
IS	4	0.855	0.096	-0.479
IM	4	0.842	-0.116	-0.395
IC	4	0.823	0.335	-0.358
SAT	8	0.900	-0.315	-0.231
INT.Leave	8	0.931	-0.838	0.040

This is a multivariate analysis because it contains more than one variable, independent variable (Transformational leadership) and dependent variables (Students' satisfaction and Retention). The data generated for this research is reliable because the Cronbach alpha reliability is greater than 0.7. While Skewness explains that the shape is balanced, Kurtosis explains whether the curve is flat or peak (Hassan 2013). So, the Skewness and Kurtosis values for each of the five dimensions of transformational leadership behaviors falls within the acceptable range (-1 to +1), indicating that the data is normal.

The table above shows the mean and standard deviation for the five dimensions of transformational leadership. However, it was found that among the five dimensions of transformational leadership behaviors displayed by lecturers in institutions in Nigeria, the most often displayed transformational leadership behavior were Idealized attributes with mean value of 3.6298, followed by Intellectual stimulation with mean value of 3.6289, Idealized behavior is 3.6053, Inspirational motivation is 3.5956 and Individual consideration with a mean value of 3.5456.

The letter N simply represents the number of observations that have values for each of the variables (Saunders, Lewis and Thornhill, 2009).

This model summary in the table above showed the R and R-square. While R value is 0.807 which shows simple correlation (high degree of correlation), R-square value is 0.651, indicating how much of the dependent variables (SAT and INT. LEAVE), can be explained by the independent variable (IA, IB, IS, IM, IC). So, 65.1% of the variance in student satisfaction level can be predicted by independent variables of transformational leadership behaviors.

In this table, R value is 0.256 which shows simple correlation (high degree of correlation), R-square value is 0.066, indicating how much of the dependent variables (SAT and INT. LEAVE), can be explained by the independent variable (IA, IB, IS, IM, IC). So, 66% of the variance in student satisfaction level can be predicted by independent variables of transformational leadership behaviors.

Table 3.3. Descriptive Statistics.

	N	Minimum	Maximum	Mean	Std. Deviation	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
INT.Leave	285	1.00	5.00	2.7013	.06138	1.03620
IC	285	1.00	5.00	3.5456	.04323	.72985
SAT	285	1.00	5.00	3.5689	.04306	.72700
IM	285	1.00	5.00	3.5956	.04489	.75778
IB	285	2.00	5.00	3.6053	.03976	.67126
IS	285	1.00	5.00	3.6289	.04633	.78206
IA	285	1.00	5.00	3.6298	.04162	.70260
Valid N (listwise)	285					

Table 3.4. Model 1 Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	F	Sig.
1	.807 ^a	.651	.645	.43333	1.921	104.075	.000 ^b

a. Predictors: (Constant), IC, IB, IA, IM, IS

b. Dependent Variable: SAT

Model 2. TL and intention to leave.

Table 3.5. Model 2 Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson	F	Sig.
2	.256 ^a	.066	.049	1.01047	1.620	3.930	.002 ^b

a. Predictors: (Constant), IC, IB, IA, IM, IS

b. Dependent Variable: INT.Leave

Table 3.6. Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.781	.302		12.539	.000		
	SAT	-.302	.083	-.212	-3.653	.000	1.000	1.000

a. Dependent Variable: INT.Leave

a. Dependent Variable: INT.Leave

b. Predictors: (Constant), SAT

This table above indicates that the regression model predicts the dependable variable significantly well.

Table 3.7. Model 1 Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	Sig.	Collinearity Statistics	
	B	Std. Error	Beta		Tolerance	VIF
1 (Constant)	.529	.170		3.108	.002	
IA	.238	.055	.230	4.326	.000	444
IB	-.087	.042	-.081	-2.074	.039	830
IS	.161	.056	.173	2.899	.004	350
IM	.197	.057	.205	3.464	.001	358
IC	.339	.059	.340	5.705	.000	352

a. Dependent Variable: SAT

Table 3.8 Correlations.

		SAT	IA	IB	IS	IM	IC
Pearson Correlation	SAT	1.000	.739	.258	.675	.771	.767
	IA	.739	1.000	.492	.841	.843	.760
	IB	.258	.492	1.000	.496	.443	.464
	IS	.675	.841	.496	1.000	.836	.697
	IM	.771	.843	.443	.836	1.000	.816
	IC	.767	.760	.464	.697	.816	1.000
Sig. (1-tailed)	SAT	.	.000	.067	.000	.000	.000
	IA	.000	.	.001	.000	.000	.000
	IB	.067	.001	.	.001	.004	.002
	IS	.000	.000	.001	.	.000	.000
	IM	.000	.000	.004	.000	.	.000
	IC	.000	.000	.002	.000	.000	.
N	SAT	35	35	35	35	35	35
	IA	35	35	35	35	35	35
	IB	35	35	35	35	35	35
	IS	35	35	35	35	35	35
	IM	35	35	35	35	35	35
	IC	35	35	35	35	35	35

The table above showed a good correlation between the independent variable and those dimensions of Transformational leadership, since the figures as obtained from the Pearson correlation and Single tail significance show either 1.00 or less than 1.00.

4.2. Discussion of the Findings

From the correlation analysis, it showed that transformational leadership behaviors such as intellectual stimulation, inspirational motivation, idealized attributes, and individual consideration were highly correlated and significant with student satisfaction and retention in the three institutions in Nigeria namely, Chukwuemeka Odumegwu Ojukwu University, Nnamdi Azikiwe University and University of Nigeria Nsukka. However, regression analysis showed that Transformational Leadership behavior such as idealized attributes, inspirational motivation, intellectual stimulations, and individual consideration were significant and positively influence student satisfaction level in those institutions verified. This research has contributed to the existing knowledge by identifying those essential attributes of a lecturer which impacts positively on students' satisfaction and retention in institutions in Nigeria. Interestingly, this research has established that some of the transformational leadership behaviors displayed among lecturers in Nigerian institutions of higher learning have significant impact on student satisfaction and retention.

Conclusion/Recommendations

Although there have been several researches conducted on transformational leadership behaviors in educational setting (Moss and Ritossa, 2007; Bolkan and Goodboy, 2009; cited in Hassan 2013), there are just few researches on the impact of transformational leadership behaviors on student satisfaction and retention in the Nigeria educational setting. So, this research has specifically explored the impact of

transformational leadership behaviors on student satisfaction and retention in tertiary institutions in Nigeria. The research instrument used was appropriate because it covered the identifiable issues contained in the five dimensions of transformational leadership developed by Bass (1985) which has the likelihood of influencing student satisfaction and retention in institutions in Nigeria. Also, it is assumed that both the dependent and independent variables used in the questionnaire to measure transformational leadership behaviors could have some difference from one country to another due to cross-cultural differences, learning styles and environment.

Interestingly, this research has established that some of the transformational leadership behaviors displayed among lecturers in Nigerian institutions have significant impact on student satisfaction and retention.

Idealized behavior, Idealized attributes, Inspirational motivations and intellectual stimulation and Individual consideration were among the widely displayed transformational leadership behaviors among lecturers in institutions in Nigeria. Cultural affiliation is a newly discovered area of transformational behavior that every lecturer in Nigerian institutions should develop good transformational leadership skills on so as to ensure students retention. So, it is vital that Nigerian lecturers should dwell completely on these five dimensions of transformational leadership and effectively apply it on the students to ensure partial control of students' decision to remain in the institution until graduation.

From the findings, student satisfaction and retention in institutions in Nigeria were mostly influenced by Idealized attributes, Intellectual stimulations, Inspirational motivations and Individual consideration displayed by the lecturers. This was shown from the significance of their values. Among the

five dimensions of transformational leadership behaviors, idealized behaviors displayed by lecturers in institutions in Nigeria were not significant in influencing student satisfaction and retention.

So, to continually improve students' satisfaction and retention in institutions in Nigeria, it is widely recommended that lecturers should always maintain or improve on these four areas of transformational leadership behaviors and most importantly work harder on Idealized behavior for the good of the students.

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