

**Transformational Leadership and Teachers Professional Development in Ilorin West Basic Schools**

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**Abstract**

*The development of basic education is pivotal on transformational leadership and teacher professional development. The quality of education is dependent on the quality of staff that are driven by visionary leaders. The study examined how transformational leadership contributes to teachers' professional development through various training programmes in Ilorin West. The population of the study comprised of 2,126 teachers out which 322 were sampled. Four research questions were raised to guide the study. The study adopted a descriptive survey in order to describe the existing condition without manipulation. One validated research questionnaire titled transformational leadership and teachers professional development questionnaire (TLTPDQ). Reliability of the instrument was carried out with the use of Cronbach Alpha and the result was 0.72. Descriptive statistics of mean and standard deviation was used to answer the research questions. The findings revealed that the level of transformational leadership in Ilorin West basic schools was low. It was concluded that transformational leadership should be applied by leaders and it was recommended that school leaders should improvise in providing what would make transformation possible.*

**Keywords:** Transformational Leadership, Development, Programmes, Vision

## Introduction

Teacher professional development is widely recognized as a key driver of educational quality and student achievement, in Ilorin West basic education sector faces persistent challenges such as inadequate training opportunities, poor instructional quality, and teacher attrition. These issues are often linked with weak leadership practices at the school and system level (Obasi et al. 2024). Globally, transformational leadership has emerged as a leadership style that inspires, motivates, and empowers followers to achieve beyond expectations. In educational settings, transformational leadership fosters collaboration, encourage innovation in pedagogy, and support continuous professional growth (Ogbe, 2025). However, in Ilorin West, research on the link between transformational leadership practices and teacher professional development remains limited, despite calls for school leaders to adopt innovative strategies for improving teacher capacity.

Transformational leadership in schools is not about the leader in the organization rather it is about the staff of the organization. Yang (2013) asserted that school leaders are to create conditions that will encourage the teachers with their knowledge by motivating different teachers, respect them, build trust and increase the level of teachers' satisfaction, and gradually working with teachers to achieve the overall objectives of the school. This implies that teachers need should be given adequate attention. The ability of the school leader to solve teachers' problems goes a long way in contributing to the success of the school. Effendi et al. (2020) affirmed that transformational leadership is visible in school leader's role that is being articulate and visionary, providing intellectual simulation, providing support for each teacher, describing competent practices, and values, revealing expectation of high performance and detailed structures that allows teacher to be involved in school decision-making process.

Therefore, transformational leadership depicts some critical actions that must be executed by the school leaders. These form the technicalities involved in transformational leadership and it encompasses sharing ideas and visions. The efficiency and effectiveness of the school is rooted in inspiring staff to do what is required of them (Moshood et al. 2020). This span in such actions as relating the vision of the school to the immediate community. It equally reveals professional standards teachers need to imbibe (Asiegbu and Ikwu, 2020). In the same vein, other aspect of transformational leaders includes inspirational motivation that shows how well leaders motivate

their staff. This is done through verbal communication of positive improvement and public recognition of achievements by teachers. Innovative thinking is another area leaders' exhibit transformation by encouraging teachers to be creative. Teachers are encouraged to use new instructional methods and use of inquiry into the teaching strategies (Moshood et al. 2020). It is also germane that transformation supports individual growth. It is done to increase teachers' commitment and productivity. It provides mentoring and feedback sessions that assist teachers improve their teaching skills (Emangbu and Isang, 2025).

It should be noted that it is more of influence than power. It has to do with change, inspiration and followers' engagement. Sparks (2024) identified five key concepts which are: model for the way; inspire a shared vision; challenge the process; enable others to act and encourage the heart. This means that it is a process required to achieve the school goals. Therefore, it practices is encompassing due to various activities to be executed by the school leader. The leader has to be sensitive to the need of the staff and handle it professionally; building a structure that allows all teachers to be involved in decision-making; sharing of vision with teachers for team work is very necessary and it enhance professional development.

Teachers' professional development is meant to assist teachers to learn and refine various instructional approaches required for teaching. Darling-Hammond et al. (2017) stated that teachers' professional development is a structured learning that produces new practices needed by the teachers to improve students' academic performance. After every training program organized for teachers', it is expected that teachers change from old practices to new ones that would impact positively on students' learning especially in this era of technology where knowledge tends to be obsolete frequently. Nevertheless, there are challenges that hinders transformational leadership in teacher development programmes.

The challenges encounter varies from resistance to change, inadequate infrastructure, lack of funds to lack of professional competence on the part of the school leaders. In the words of Adeoye and Ainnubi (2023), transformational leadership needs teachers and school leaders to incorporate collaboration, vision and innovative activities. However, several educators are not willing to change from traditional leadership and normal professional development method which makes it hard for transformational leaders to inculcate fresh paradigms and approaches. Another notable challenge is lack of infrastructure especially in basic schools in terms of

physical and instructional resources, including lack of professional learning materials, technology as well as funds. Thus, school leaders are not able to continue to exhibit support for teachers to develop professionally through transformational practices (Ojo, 2025). Also, several school leaders are not exposed to specific training in transformational leadership development programmes, this make principals to struggle in modeling teachers in activities that provide meaningful professional growth and some trainings are not consistent in scope and quality (Kayode, 2025). In spite of these challenges government in its efforts tries to improve education endeavor by providing training opportunities for teachers. Studies carried out by researchers like Adeoye & Ainnubi (2023) on principals' transformational leadership style in public senior secondary school in Oyo State: challenges and prospects established the difficulties school leaders experience in adopting transformational leadership style. Likewise, the study of Afolabi et al. (2023) on transformational leadership style and employee innovative behavior in the Nigerian banking industry shows that it is not only the education sector that transformational leadership experience resistance, it happens in other sectors as well. Meanwhile the studies encouraged the use of transformational leadership style in order to witness a massive improvement in education. In the same vein, the study carried out by Oyeromi et al. (2024) on impact of teachers' professional development on pupils' academic achievement in Ondo State, Nigeria established the fact that regular and structured professional development improves instructional delivery, classroom management and ultimately, student achievement in key subjects like English and Mathematics. Also, Wosu et al. (2025) carried out a study on assessing the influence of continuous professional development programmes on the teaching methodologies of History teachers in senior secondary schools in Rivers State, Nigeria. It was affirmed that ongoing professional development significantly affected teachers' selection and use of diverse teaching methods. Hence the need for government to provide training sessions for the teachers.

Despite government innovations in teacher professional development through programs like Universal Basic Education Commission (UBEC) training institutions, State Universal Basic Education Board (SUBEB) through Kwara Learn initiatives where teachers were taught how to use electronic tablets and modules to dissemination teaching and keep teachers abreast of global practices (KMOC, 2025). Also, there are workshops and seminars for teachers in various methods of teaching which is globally accepted. However, many teachers in Ilorin West still report

inadequate opportunities for growth, limited mentoring support, and poor motivation to engage in lifelong learning (Afolabi et al. 2022). School leaders play a critical role in shaping teachers' professional development, yet many relies on transactional or authoritarian style of management. There is knowledge gap on how transformational leadership through vision building, individual and support, intellectual stimulation, and motivational influence can enhance teachers' professional development in Ilorin West basic schools. Addressing this gap is important for strengthening teacher quality, and improving learning outcomes.

### **Purpose of the Study**

The purpose of the study is to examine the influence of transformational leadership practices on teacher professional development in Ilorin West basic schools. Specifically, the study seeks to determine how transformational leadership dimensions (inspirational innovations, idealized influence and intellectual simulations) contribute to teacher participation and attitudes toward professional development programs. Other purposes are to:

1. Assess the extent to which transformational leadership is practiced by school leaders in Ilorin West basic schools;
2. Determine teacher professional development programs in Ilorin West Basic Schools;
3. Examine how transformational leadership influences teachers' professional development; and
4. Identify challenges school leaders encounter in applying transformation in supporting teacher professional development.

### **Research Questions**

The following research questions were raised to guide the study.

1. What is the level of transformational leadership exhibited by school leaders in Ilorin West Basic Schools?
2. What is the teacher professional development programs in Ilorin Basic Schools?
3. What is the influence of transformational leadership on teacher development program in Ilorin West Basic Schools?
4. What challenges hinder effective transformational leadership in teacher professional development in Ilorin West basic Schools?

## Methodology

The study is a descriptive survey. The population of the study comprised of all teachers in primary and junior secondary schools that forms basic schools in Ilorin West and this was 2,126 teachers out of which 322 were sampled. Stratified random sampling and purposive sampling were used respectively. The instrument used was questionnaire and it was tagged “Transformational Leadership and Teachers Professional Development Questionnaire”. Pilot study was conducted outside the study area and the reliability of the instrument was calculated using Cronbach Alpha which is 0.72. The instrument was administered on the respondents by the researchers and collected immediately to avoid missing questionnaire. It was collated and analyzed using descriptive statistics of mean and standard deviation with the use of Statistical Package of Social Science (SPSS).

## Results and Findings

**Research Question 1:** What is the level of transformational leadership exhibited by school leaders in Ilorin West Basic Schools?

**Table 1: Level of Transformational Leadership Exhibited by School Leaders in Ilorin West Basic Schools**

S/N	Statements	X	SD
1	School leaders provide clear and motivating vision for the school.	1.45	.48
2	School leaders encourage teachers to work beyond required measures.	1.12	.64
3	School leaders provide innovative and creative problem-solving skills.	1.98	.79
4	The teachers are provided with individualized support and mentorship.	1.63	.56
5	They model ethical character and gain the trust of their staff.	1.99	.23
<b>Grand Total</b>		<b>1.63</b>	

Key:

X – Mean

1.00 – 2.00 Low

2.00 – 3.00 Average

3.00 – 4.00 High

Table 1 shows the mean and standard deviation of each item, which measure the level of transformational leadership exhibited by school leaders in Ilorin West Basic Schools. It is well observed that all the respondents have a mean score 1.63 that is lower than the average of 2.00 indicating that all the respondent who are teachers disagree with the items. Therefore, the school leaders' level of transformational leadership is low.

**Research Question 2:** What is the teacher professional development programs in Ilorin Basic Schools?

**Table 2: Teachers Professional Development Programmes in Ilorin West Basic Schools**

S/N	Items	X	SD
1	Professional development programmes meet my needs in the classroom.	3.28	.49
2	I am privilege to attend workshops and seminars regularly.	3.49	.87
3	I am privilege to go for in-service training fully funded by the government.	3.44	.62
4	I have attended ICT training to boost teaching and learning	3.29	.48
5	I have received training from those who were trained.	2.12	.35
<b>Grand Total</b>		<b>3.12</b>	

Key:

X – Mean

1.00 – 2.00 Low

2.00 – 3.00 Average

3.00 – 4.00 High

Table 2 reveals that the mean and standard deviation of each item, which measure teachers' professional development programs in Ilorin West Basic Schools. It is well observed that all the respondents have a mean score 3.12 that is higher than the average of 2.00 indicating that all the respondent who are teachers agree with the items. Therefore, the teachers are involved in professional development programmes.

**Research Question 3:** What is the influence of transformational leadership on teacher development program in Ilorin West Basic Schools?

**Table 3: Influence of Transformational leadership on Teacher Development Programmes**

S/N	Statement	X	SD
1	I am inspired by the clear vision of my leader in getting involved in professional development programmes.	2.66	.49
2	I receive motivation from my leader to remain committed to professional development programmes.	2.90	.22
3	I have been encouraged to use innovative skills via professional development programmes.	2.44	.57
4	My leader gives me enough support that I need.	2.62	.67
5	School leaders improve professional growth through individualized consideration.	2.86	.54
<b>Grand Total</b>		<b>2.70</b>	

Key:

X – Mean

.00 – 2.00 Low

2.00 – 3.00 Average

3.00 – 4.00 High

Table 3 reveals that the mean and standard deviation of each item, which measure influence of transformational leadership on teachers' professional development in Ilorin West Basic Schools. It is well observed that all the respondents have a mean score of 2.70 that is higher than the average of 2.00 indicating that all the respondent who are teachers agree with the items. Therefore, the transformational leadership has influence on teacher development programmes.

**Research Question 4:** What challenges hinder effective transformational leadership in teacher professional development in Ilorin West basic Schools?

**Table 4: Challenges hindering effectiveness of Transformational leadership in Teacher Professional Development in Ilorin West Basic Schools**

S/N	Statement	X	SD
1	Inadequate funding is a problem that hinders professional development programmes.	3.09	.78
2	Excess workload affects school leaders in providing transformational leadership in teacher development.	3.08	.52
3	Not training the leaders affect teachers' professional development.	3.18	.68
4	Transformational leadership is hindered among teachers due to resistance to change.	1.63	.49
5	Inadequate access to facility for ICT hinders transformational leadership practices.	2.88	.63
<b>Grand Total</b>		<b>2.77</b>	

Key:

X – Mean

1.00 – 2.00 Low

2.00 – 3.00 Average

3.00 – 4.00 High

Table 4 indicates the mean and standard deviation of each item, which measure challenges hindering transformational leadership in teacher professional development in Ilorin West Basic Schools. It was observed that all the respondents have a mean score of 2.77 that is higher than the average of 2.00 indicating that all the respondent agree with the items that implies there are challenges in the application of transformational leadership.

### Discussion of Findings

The low level of school leaders in the application of transformational leadership is a concern for teachers' development programmes. This result is not in line with the study of Effendi et al. (2020) who affirmed that transformational leadership is visible in school leaders' role that is being articulate and visionary, providing intellectual simulation, providing support for each

teacher, describing competent practices, and values, revealing expectation of high performance and detailed structures that allows teacher to be involved in school decision-making process. This suggests that the school leaders are not performing their roles as required and it could also be as a result of inexperience or lack of training for the leaders as well. The low performance may also be attributed to numerous challenges encounter by the leaders and their inability to navigate these challenges coupled with resistance to change from the teachers.

The second research question reveals that teachers have opportunity to attend developmental programmes and it negates the report of teachers that they are not given adequate privilege to attend training programmes such as in service training that is fully funded by the government. They are also privy to attend workshops and seminars as well as trainings that boost their pedagogy. Therefore, it corroborates the fact that UBEC and SUBEB provide training programmes for basic school teachers (KMOC, 2025). It depicts that teachers have training privileges such as ICT, use of electronic tablets, as well as online modules to enhance their teaching skills.

The third research question also established the fact that transformational leadership influences teachers' development programmes and this affirms the saying of Darling-Hammond et al. (2017) who stated that teachers' professional development is a structured learning that produces new practices needed by the teachers to improve students' academic performance. After every training program organized for teachers', it is expected that teachers change from old practices to new ones that would impact positively on students' learning especially in this era of technology where knowledge tends to be obsolete frequently. Thus, school leaders were able to motivate their teachers in participating in developmental programmes and ensures utilization by them.

The last research question showed that there are indeed challenges in the application of transformational leadership as a result of resistance to change. This is in consonance with the study of Adeoye and Ainnubi (2023) who asserted that several educators are not willing to change from traditional leadership and normal professional development method which makes it hard for transformational leaders to inculcate fresh paradigms and approaches. Other challenges are revealed in the areas of inadequate infrastructure and incompetence of the leaders (Ojo, 2025; Kayode 2025).

## Conclusion

Transformational leadership is an avenue for both leaders and followers to work together in breaking new grounds for educational growth and development. Their coming together to share vision and ideas would bring about innovation that would enhance development programmes for teachers. It is essential for teachers to be receptive to change that is meant to improve their teaching pedagogy. Working with the school leaders to overcome challenges encountered by the school leaders in effecting transformational leadership should also be part of their responsibility.

## Recommendations

The following recommendations were made based on the findings of this study.

1. School leaders should learn to share their vision, mission and ideas with the teachers and give teachers the privilege of decision-making that would help the school in achieving its goals.
2. Teachers should continue to make good use of various developmental programmes provided for them by the government in order for them to keep abreast of global practices.
3. School leaders should continue to encourage their staff to participate in programmes that will develop them and encourage them to utilize the knowledge acquired.
4. School leaders should improvise where necessary to get resources and equipment that would enhance teachers' compliance with transformational leadership ideas and visions.

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