

Use of 'Triad' of Transactional Leadership Behaviours in Enhancing Seminary Students' Participation in Teaching – Learning Milieu

HELEN OLOMU ISHOLA-ESAN

Abstract— This article sought to inaugurate the connection of the dimension of the use of transactional leadership behaviours and students' participation in the teaching-learning milieu. The study adopted a descriptive research design. Out of a total of three hundred and twelve Master of Divinity (M.Div) students of the Nigerian Baptist Theological Seminary, Ogbomosho, Nigeria, eighty-eight of them were given three questionnaires with the names of different faculty members across the three faculties: Church Music, Education and Theology. Which were selected at random, making the questionnaire forms distributed to be two hundred and sixty-four (264). Various responses were compared to get the result of each respondent for all the three faculty members thereby forming the basis for the result used in this research. The Faculty members rated were those who taught them while this research was being carried out. 21 Faculty members out of a total of 54 were sampled. The instrument used to collate data was a self-designed questionnaire which benefitted from literature. To ensure reliability, the questionnaire was trial-tested through a pilot study with 20 students outside the areas of study. The split-half method was applied, and a reliability coefficient value of $r = 0.81$ was obtained. A total of the 264 questionnaire forms distributed were returned. The data was analysed using simple percentage. Based on the result of the findings, an inference was drawn that faculty members to a large extent make use of triad transactional leadership behaviour in their dealings with students in the teaching-learning milieu. A few of them (less than 11%) employ the triad transactional leadership behaviour such as Laissez-Faire (Hands-off leadership), management-by-exception (Putting out the fires), and contingent rewards (Let's make a deal!) while a large number (about 70%) use two (management-by-exception (70%) and contingent rewards (76%)) effectively. Content analysis of respondents' observations and reports depicted certain methods and modes that their lecturers use in the classroom and also described their perceived relationship and how it affects learning. The lecturers are creative, interactive, educative, and practical and made sure there is a relaxed environment as they put on a cool, calm, collected, firm and insightful personality that they have. They are concerned with students' progress as they are detailed, articulate, dynamic, and accommodative to other's view and being highly participatory with three domains of learning supporting it with up-to-date discipling. An appropriate level of the exhibition of transactional leadership behaviour certainly aids students' participation with teaching that is Student-oriented and experiential with live examples, peculiarities of teaching methodologies are astounding as there are varieties of methods which are used interchangeably.

Therefore, based on the outcome of this research, it is essential for every theological educator to embrace triad of transactional leadership behaviours because it enhances greatly the participation of seminary students and saves the faculty members of monotony in terms of teaching methodology.

Index Terms— Use, triads of transactional leadership behaviours, enhancing, seminary students' participation, teaching-learning milieu.

I. INTRODUCTION

A. Background of the Study

Teachers are leaders. Moreover, as such in their teaching practices it is expected that they spectacle as well as utilize leadership behaviours that would promote students participation in the teaching-learning milieu. Especially in the seminary context in which those they are training are future leaders in themselves and in the making. Participation between lecturers and students in the classroom is integral in the process of learning. There are several reasons why participation is essential in the process of learning. For a plethora of reasons and from studies conducted, it was found that students who are energetic participants tend to have better academic achievement, compared with students, who are passive in participation. This statement was supported by Astin (1999), claiming that students who are actively involved in the classroom discussions showed higher satisfaction in the learning process. Active participation of students with discussions in the classroom is essential to achieve active learning and plays an essential role in the success of training and personal development of students in the future (Tatar, 2005). This is because students will learn how to think critically and enhance their intellectual development if they are an active participant in the classroom (Siti, 2010).

Batubo (2000) in discussing leadership styles in the classroom articulated that transactional leaders are described as those leaders who exchange rewards for specific behaviours or outcomes. These leaders rely primarily on management by exception and contingent reward systems to accomplish their means (Bass, 1985). Batubo and Cummins-Brown (2014) in presenting on full range leadership model (which is made up of transactional and transformational leadership approaches/styles) added to the list of transactional leadership behaviours by mentioning Laissez-Faire (Hands-off leadership). Thus, in this study, these three: Laissez-Faire (Hands-off leadership); Management-By-Exception (Putting out the fires) and Contingent Rewards (Let us make a deal!) are the

transactional leadership behaviours explored and are termed as a 'triad' in the context of this paper. 'Triad' then remains the coinage of the author of this article. It is expedient to state that the reason for adopting Batubo and Cummins-Brown's (2014) model of transactional leadership behaviours instead of Bass' (1985) model of transactional leadership behaviour is to find out if there is a paradigm shift from Bass' model to Batubo and Cummins-Brown model in different geographical locations across the globe over time.

B. Statement of the Problem

Teaching-learning processes in the seminary context require that lecturers be models especially as they are leaders grooming future leaders. Maximum participation of students is needed to ensure a lifelong effect of their learning in the ministry unto which they are called. Transactional leadership behaviours are apt for such a context. Moreover, the participation of students is needed for successful classroom teaching. There had been some subtle complains from some students on the attitude of some lecturers in the classroom. This seems to impact on the involvement of students in classroom interactions. Participation between lecturers and students in the classroom is integral in the process of learning. "If the classroom teaching fails to get the participation of the students involved the effect of teaching will certainly go awry" (Qing-he, 2016, p.372). Hence, the necessity to ensure proper engagement of students' involvement.

C. Purpose of the Study

This study sought to explore the use of the 'triad' of transactional leadership behaviours in increasing Students' involvement in the teaching-learning processes of the Nigerian Baptist Theological Seminary as a theological institution.

D. Specific Objectives of the Study

Specifically, the objectives of the study are to:

1. Investigate the extent to which Faculty members make use of transactional leadership behaviours in their dealings with students in the teaching-learning milieu
2. Find out the impact of transactional leadership behaviours on students' participation in teaching-learning processes.
3. Examine the peculiarities of the teaching methodology of the lecturer in classroom teaching-learning interaction.

E. Research Questions

1. To what extent do Faculty members make use of 'triad' transactional leadership behaviour in their dealings with a student in the teaching-learning milieu?
2. Which transactional leadership behaviour is most and least employed?
3. What is the impact of 'triad' transactional leadership behaviours on students' participation in teaching-learning processes of the entire course of study?
4. What are the peculiarities of the teaching methodology of the lecturer in classroom teaching-learning interaction?

II. LITERATURE REVIEW

A. Transactional Leadership Style

Transactional leadership style involves the process whereby leaders mediate to make some improvements and generally involves corrective criticism and negative

reinforcement. The leader engages in active management and intervenes when followers have not met standards or problems arise (Le Clear, 2005). Transactional leaders attempt to balance initiating arrangement in order to get things done with meeting the needs of the people being led while things are getting done. This type of leadership requires the integration of directorial goals and expectations with the needs of the people doing the work (Ishola-Esan, 2016). Transactional leaders play the tit-for-tat game of rewarding workers as long as they are producing what management needs (Judge and Piccolo, 2004). The influence of transactional leaders is dependent on their ability to provide rewards.

B. 'Triad' of Transactional Leadership Behaviours

Batubo and Cummins-Brown (2014) presented the peculiarities of transactional leadership behaviours as follows:

a. Laissez-Faire (Hands-off leadership). This is characterized with the absence of leadership; avoidance of taking a stand on issues; not emphasizing results; abstaining from prevailing when issues arise; Ignorant of followers' performance and lack of care to see if work is done or not done.

b. Management-By-Exception (Putting out the fires). The features of this transactional leadership behaviour include taking corrective actions; setting standards, but waiting for teething troubles to arise before swinging into action or doing anything. Also, laying emphasis on what people are doing wrong; enforcing rules, detesting challenges to the status quo; only hearing from the leader when something has gone wrong; detesting the presence of the leader, like "Uh oh, here he/she comes again!".

c. Contingent Rewards (Let us make a deal!). This leadership behaviour has the attributes of applying positive transactions such as making clear expectations of outcomes and rewards; exchanging reward and recognition for accomplishments; actively monitoring worker's progress and providing supportive feedback; "If you do as we agreed, you will get the reward."

The Laissez-faire leadership behaviour exemplifies a situation in which the actual leadership activity of the group leader (Lecturer) is kept at a minimum, allowing the participants (students) to work and play essentially without supervision (Lall and Lall, 1979). This French phrase means "let them be," and it describes leaders (Lecturers) who allow their people (students) to work on their own. This type of leadership possibly occurs naturally when managers (such as teachers) do not have sufficient control over their work (teaching/classroom activities) and their people (students). Laissez-faire leaders may give their teams' complete freedom to do their work and set their deadlines. They offer team support with resources and advice if needed, but otherwise do not get involved (Ibukun, 1997). Laissez-faire (LF) is the most inactive and commonly least capable of the leader behaviours. "Research shows that leaders using this style of leadership are rarely viewed as effective on the job" (Batubo and Cummins-Brown, 2014).

Management-by-exception (MBE) is more effective than laissez-faire but it is generally a futile leadership.

Management-by-exception behaviour often is related to high worker turnover and absenteeism, poor satisfaction and poor perception of organisational effectiveness (Batubo and Cummins-Brown, 2014).

Contingent rewards (CR) can be a leadership style that is effective. However, leaders will not get more than they bargain for when practising this style of leadership (Batubo and Cummins-Brown, 2014). Rewards or incentives are used for the attainment of desired outcomes. They serve as motivational tools to get students involvement.

C. Students' Participation in Classroom Teaching-Learning Interaction

The contribution of classroom participation for successful and effective teaching-learning process is not debatable. Students' participation in the classroom is an essential component of the teaching and learning process which promotes quality of teaching (Debele, and Kelbisa, 2017, pp. 11,17). Dancer & Kamvounias (2005) defined participation as "an active engagement process which can be sorted into five categories: preparation, contribution to the discussion, group skills, communication skills, and attendance ." Wade (1994) asserted that the ideal class discussion is one in which almost all students participate and are interested, learning, and listening to others' comments and suggestions. Participatory type of learning process will encourage the mutual exchange of information, stimulate interest as well as recognition of respect among the teachers and students (Abdullah, Abu Bakar & Mahbob, 2011, p.61). Murray (2018: 3) gives more insights into the benefits of participation. One of such is apt in the context of this paper. It stimulates students to engage in a costly cognitive process whereby they crystallise ideas, subject them to scrutiny, and articulate their thoughts.

Effective classroom teaching is the interactive process of teacher-student communication and mutual development (Qing-he, 2016, pp.375-376). It is that which depicts high efficiency and quality and a teaching activity which students acquire knowledge, develop their ability, form right ideology and morality and increase their health quality, through teacher-student interaction against certain teaching environments (Chen, 2002).

Biggs (2003) argues that the learning process depends on the level of student-student interaction and student-teacher interaction in a conducive learning environment. Interactive learning inside the classroom helps the learners to develop the skills through peer support and hence become able to do it on their own. Oakley et al., (2004) firmly believe that students should be involved in a strongly interactive discussion. This enhances student cooperation for positive learning outcomes and confidence building. Additionally, students involved in interaction in classroom learning tend to display higher motivation to learn, especially intrinsic motivation. By this process the students are also encouraged to assist their peers, thus promoting more effective learning (Yosef Kasa, 2016, p. 2).

According to Halligan (1988) exchange is a hallmark of

good interaction, especially in student-student exchange, which boosts learning. This transpires as a universal principle for 'good quality' interaction in an array of teaching-learning milieus.

III. RESEARCH METHODOLOGY

This study adopted the descriptive research design. Out of a total of 312 Master of Divinity (M.Div) students of the Nigerian Baptist Theological Seminary, Ogbomoso, Nigeria, eighty-eight respondents were given three questionnaires with the names of different faculty members across the three faculties: Church Music, education and theology, which were selected at random, making the questionnaire forms distributed to be two hundred and sixty-four (264). Various responses were compared to get the result of each respondent for all the three faculty members thereby forming the basis for the result used in this research. The Faculty members rated were those who taught them while this research was being carried out. Thus, 21 Faculty members out of a total of 54 were sampled. The instrument used to collate data was a self-designed (questionnaire) which benefitted from literature. The instrument was validated by giving it to experts in the field of educational leadership to verify the contents. In ensuring the reliability, the questionnaire was trial-tested through a pilot study with 20 students outside the areas of study. The split-half method was applied, and a reliability coefficient value of $r = 0.81$ was obtained which confirms the internal consistency of the instrument.

Five-point Likert scale levels of agreement were provided for respondents to do their rating. The questionnaire had four sections. Section A was on demographic data while sections B was of Faculty members' use of transactional leadership behaviours in their dealings with students in the classroom. Section C dwelt with the impact of transactional leadership behaviours on students' participation in classroom teaching-learning processes. While the last section, section D, was on peculiarities of the teaching methodology of the lecturer in classroom teaching-learning interaction. The last section was an open-ended section, where respondents were asked to write down their observations. The researcher through the help of some research assistants distributed the questionnaire. The 264 questionnaire forms distributed were all returned. The data was analysed using simple percentage with graphical representations of the result.

IV. DATA PRESENTATION AND ANALYSIS

A. Research Question 1: "To what extent do Faculty members make use of transactional leadership behaviour in their dealings with a student in the teaching-learning milieu?"

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Table 1: Faculty members' use of transactional leadership behaviours in their dealings with students in the classroom

S/N	STATEMENTS	SA		A		D		SD		IDK	
		F	%	F	%	F	%	F	%	F	%
	Laissez-Faire (Hands-off leadership)										
1	The Lecturer has no visible management or control as he/she leads/teaches the course	3	3	5	6	27	31	46	52	7	8
2	He/she avoids taking a stand on issues that are not clear during class discussions	1	1	6	7	18	20	56	64	7	8
3	He/she refrains from intervening when issues arise	5	6	7	8	32	36	40	45	4	5
4	He/she does not talk about or lay emphasis on grades/results	6	7	21	24	32	36	23	26	6	7
5	He/she does not even care if we do or if we do not do our assignments as at when due	1	1	0	0	22	25	61	69	4	5
6	He/she is generally unaware of students performance	1	1	2	2	20	23	58	66	7	8
	Management-By-Exception (Putting out the fires)										
7	The lecturer takes corrective actions when students default	33	38	41	47	4	5	7	8	3	3
8	He/she sets standards, but wait for problems/issues to arise before doing anything	6	7	14	16	30	34	29	33	9	10
9	He/she stresses what students are doing wrong	21	24	35	40	16	18	7	8	9	10
10	He/she enforces rules, dislikes challenges to the status quo	12	14	20	23	20	23	24	27	12	14
11	Students only hears from him/her when something is wrong	2	2	7	8	35	40	38	43	6	7
12	Students often feel "Uh oh, here he/she comes again!"	8	9	10	11	26	30	40	45	4	5
	Contingent Rewards (Let us make a deal!)										
13	The Lecturer applies constructive transactions or dealings in and outside the class	39	44	31	35	11	14	3	3	4	5
14	He/she makes clear expectations of outcomes of course requirements and	42	48	35	36	6	6	0	0	5	6

	rewards										
15	He/she exchange reward and recognition for accomplishments or activities	18	20	36	40	12	14	10	11	12	14
16	He/she actively monitor Student's progress and provide helpful feedback	34	39	41	46	5	6	1	1	7	8
17	He/she establishes that "If you do as we agreed, you'll get the reward/grade."	24	27	39	44	3	3	14	16	8	9

From the table above, the percentage of agreed and strongly agreed will be taken as one while disagreed and strongly disagreed will be taken as one. Only on peculiar results will there be differentiation. The data collected shows that lecturers have visible management or control as he/she leads/teaches the course as 83% disagreed with the negative question. Lecturers do not avoid taking a stand on issues that are not clear during class discussions as 84% disagreed with the positive statement. Lecturers do not refrain from intervening when issues arise since 81% disagreed with the statement. They talk about or emphasize grades/results since 62% disagreed with the negative statement. Lecturers are generally aware of students' performance since 89 percent disagreed with the statement.

The lecturers take corrective actions when students default since 85% agreed, Lecturers, do not set standards, but wait for problems/issues to arise before doing anything as 67% disagreed with the decisive question. Lecturers stress what students are doing wrong with 64% agreeing. Lecturers do not enforce rules, dislikes challenges to the status quo since 50% disagreed with the positive statement. Students do not only hear from them when something is wrong since 84% disagreed with the positive statement. Students do not often feel "Uh oh, here he/she comes again!" since 75% disagreed with the positive statement.

The lecturers apply constructive transactions or dealings in and outside the class as 79% agreed, they make clear expectations of outcomes of course requirements and rewards as 84% agreed, they exchange reward and recognition for accomplishments or activities as 60% agreed, they actively monitor Student's progress and provide helpful feedback as 85% agreed, and they establish that if students do as we agreed, they will get the reward/grade as 71% agreed.

Based on the result of the findings, an inference can be drawn that faculty members to a large extent make use of triad transactional leadership behaviour in their dealings with students in the teaching-learning milieu. A few of them (less than 11%) employ the triad transactional leadership behaviour such as Laissez-Faire (Hands-off leadership), management-by-exception (Putting out the fires), and contingent rewards (Let's make a deal!) while a large number (about 70%) use two (management-by-exception (70%) and contingent rewards (76%)) effectively.

B. Research Question 2: Which transactional leadership behaviour is most and least employed?

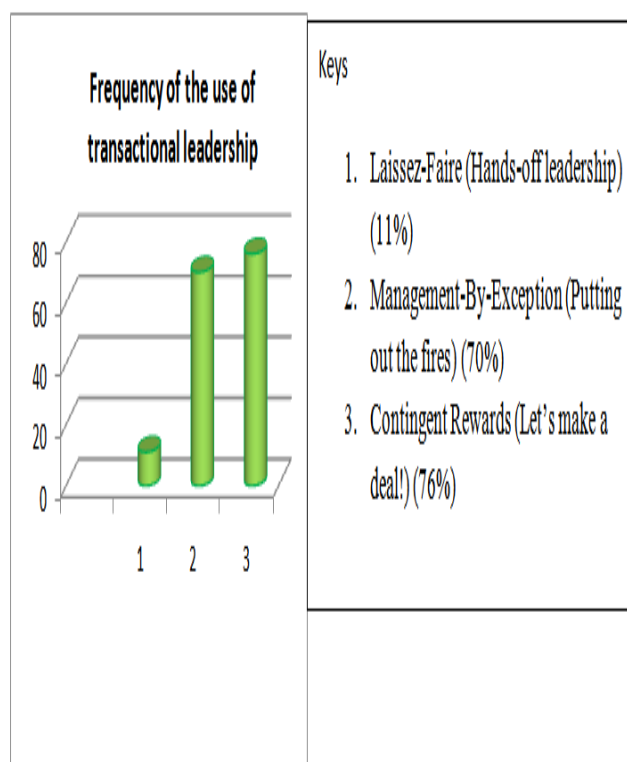


Figure 1 shows the most used and least employed transactional leadership behaviour.

From figure 1 above, the data received reveal that most faculty members do not adopt the Laissez-Faire (hands-off leadership) leadership behaviour with 11% agreeing with the statements, but the management-by-exception (putting out the fires) and contingent rewards (let us make a deal!) are adopted. Using the same criterion to measure which is most used, 70% of the faculty members employ Management-By-Exception (putting out the fires) while 76% of the faculty members employ Contingent Rewards (let us make a deal!) transactional leadership behaviour. Therefore, the least employed is the laissez-faire (hands-off leadership) leadership behaviour and the most employed is the contingent rewards (let us make a deal!) transactional leadership behaviour.

C. Research Question 3: "What is the impact of transactional leadership behaviours on students' participation in teaching-learning processes of the entire course of study?"

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Table 2: Impact of transactional leadership behaviours on students' participation in classroom teaching-learning processes

S/N	STATEMENTS	SA		A		D		SD		IDK	
		F	%	F	%	F	%	F	%	F	%
18	My overall participation in the course(s) taught by the lecturer was excellent	33	38	45	51	2	2	2	2	6	7
19	On the overall participation, my classmates participated excellently in the teaching-learning processes	33	38	43	49	6	7	0	0	6	7
20	I feel equipped for the ministry as a result of having participated in the learning activities	46	52	36	41	1	1	2	2	3	3
21	I have learnt and developed mature thinking and behaviour in the course of the classroom interaction	36	41	44	50	4	5	0	0	4	5
22	Through the classroom interactions,I have established a personal relationship with the lecturer	23	26	25	28	28	32	5	6	7	8
23	Through the classroom interactions my personal relationship with the Lecturer has been enhanced	16	18	31	35	23	26	8	9	10	11
24	My participation in the teaching-learning involved imparting knowledge through the methods of:										
	a. Lecture	40	45	33	38	4	5	4	5	7	8
	b. Discussion	39	44	39	44	0	0	3	3	7	8
	c. Project (s)	20	23	43	49	4	5	8	9	13	15
	d. Storytelling	25	28	40	45	6	7	5	6	12	14
	e. Dramatisation	13	15	29	33	14	16	14	16	18	20
	f. Question and Answer	29	33	43	49	4	5	2	2	10	11
25	Teaching-learning occurred in such a manner that students were encouraged to embody the truth in their lives	38	43	40	45	4		3	3	3	3
26	In the classroom interaction, the Lecturer alone does the talking and thinking while the class sits still and listens carefully	6	7	8	9	30	34	40	45	4	5
27	There is an opportunity for expression and quality rapport between the lecturer and the students	36	41	36	41	5	6	5	6	6	7

Students' response concerning the impact of transactional leadership behaviours on students' participation in teaching-learning processes of the entire course of the study showed that overall participation in the course(s) taught by the lecturers was excellent as 89% agreed. On the overall participation, class members participated excellently in the teaching-learning processes as 87% agreed. Students feel equipped for the ministry as a result of having participated in the learning activities as 93% agreed. They have learnt and

developed mature thinking and behaviour in the course of the classroom interaction as 91% agreed. Through the classroom interactions, students have established a personal relationship with the lecturers as 54% agreed. Through the classroom interactions, students' relationship with the lecturers has been enhanced as 53% agreed.

Teaching-learning occurred in such a manner that students were encouraged to embody the truth in their lives as 88%

agreed. In the classroom interaction, the lecturers alone do not do the talking and thinking while the class sits still and listens carefully as 79% disagreed with the positive statement.

There is an opportunity for expression and quality rapport between the lecturers and the students as 82% agreed.

The result shows that the impact of transactional leadership behaviours on students' participation in teaching-learning processes of the entire course of study is on a high percentage positive since 89% agreed that their overall participation in the course(s) taught by the lecturer was excellent, and 87% agreed that on their overall participation, their classmates participated excellently in the teaching-learning processes. Therefore, an appropriate level of an exhibition of transactional leadership behaviour aids students' participation.

Students' participation in the teaching-learning involved imparting knowledge through the methods shown in figure 2 below:

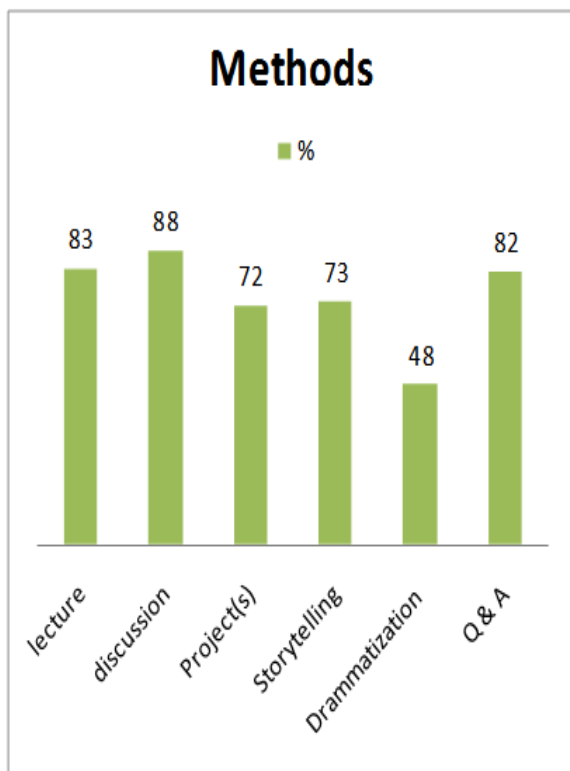


Figure 2: Methods used by Lecturers to stimulate Students' participation in the teaching-learning.

Figure two above shows that most of the lecturers employ the discussion method as 88% of the respondents noted this. However, other methods like lecture and Question and answer are highly utilised next to the discussion method.

D. Research Question 4: "What are the peculiarities of the teaching methodology of the lecturer in classroom teaching-learning interaction?"

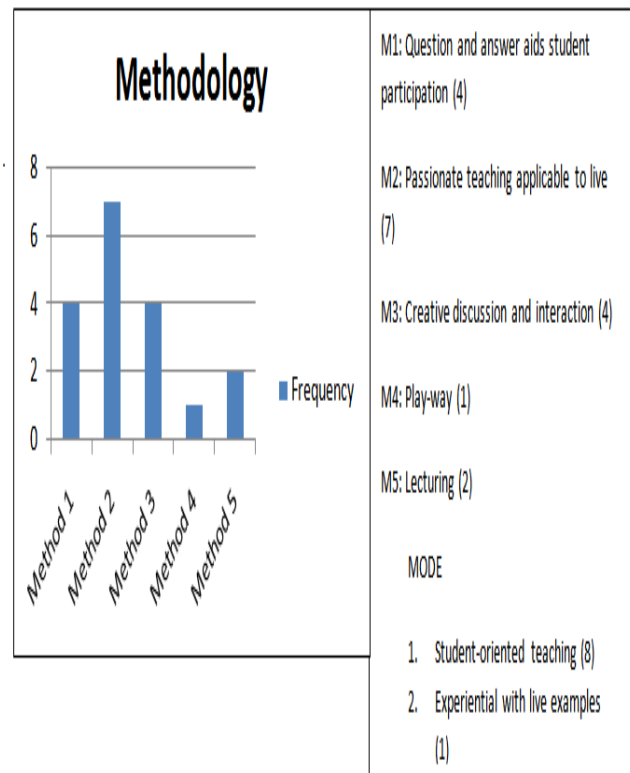


Figure 3: Peculiarities of the teaching methodology of the lecturer in classroom teaching-learning interaction.

Figure 3 above shows the teaching methodologies that are used by lecturers according to the observation of the respondents. The result revealed that many of the lecturers stick to the teaching method as they apply to life what they teach while the play-way method and lecturing methods are scarcely used in teaching them. In the report play-way, most times is utilised alongside with the teaching method. Interestingly, There are some other peculiar teaching methodologies pointed out by the respondents and a brief description of how it works, the following methodologies are with peculiarities because respondents pointed out that they are "student-oriented teaching" and "experiential with live examples", these are; lecturing, passionate teaching applicable to live, creative discussion and interaction and play-way teaching methodologies. Also used by lecturers eminently are according to figure one are; story-telling, dramatisation, question and answer, projects and discussion methodologies with the discussion and lecturing taking the lead with 88% and 83% (see Figure 1).

Content analysis of respondents' observations and reports depicted certain methods and modes that their lecturers use in the classroom and also described their perceived relationship and how it affects learning. They asserted that their lecturers are detailed, principled and practical and only one was harsh at first with not giving room for student's opinion, this means the lecturer is "objective though inflexible" and not open to divergent opinions. The lecturers are creative, interactive, educative, and practical and made sure there is a relaxed environment as they put on a cool, calm, collected, firm and insightful personality that they have. They are concerned with students' progress as they are detailed, articulate, dynamic, and accommodative to other's view and being highly participatory with three domains of learning supporting it with

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up-to-date discipling. They interact and dictate necessary notes, despite being strict; they are approachable and learner-centred with their teaching applying to life. Classroom sessions are interactive, participatory, analytical and critical even as the students expect a lecturer to understand their feelings. They have good classroom control with the use of teachings aids even as teamwork and hard work is encouraged by lecturers.

V. SUMMARY AND CONCLUSION

This paper has been able to explain the transactional Leadership style, triads of transactional leadership behaviours and what students' participation in classroom teaching-learning interaction could contribute to the success of the teaching-learning process. The result of the study revealed that; faculty members to a large extent make use of transactional leadership behaviour in their dealings with students in the teaching milieu, laissez-faire (hands-off leadership) leadership behaviour is the least employed while management-by-exception (putting out the fires) is the most employed by faculty members. This result affirms Bass' (1985) assertion that transactional leaders rely primarily on management by exception and contingent reward systems to accomplish their means. Also, the result affirms the workability of the addition of Laissez-Faire leadership that Batubo and Cummins-Brown (2014) added in their leadership model as there are faculty members who explore the three. Although, the Laissez-Faire leadership behaviour is minimally explored.

An appropriate level of exhibition of transactional leadership behaviour definitely aids students' participation with teaching that is Student-oriented and experiential with live examples, peculiarities of teaching methodologies are astounding as there are varieties of methods which are used

interchangeably, they are; Question and answer, teaching applicable to live, creative discussion and interaction, play-way and lecturing methods. Therefore, based on the outcome of this research, it is essential for every theological educator to embrace triad of transactional leadership behaviours because it enhances the participation of seminary students greatly and saves the faculty members of monotony in terms of teaching methodology.

Appendix

QUESTIONNAIRE ON USE OF 'TRIAD' OF TRANSACTIONAL LEADERSHIP BEHAVIOURS IN ENHANCING SEMINARY STUDENTS' PARTICIPATION IN TEACHING – LEARNING MILIEU

Dear Sir/Ma

Rev. Dr. (Mrs.) Helen Ishola-Esan is the Dean of the Faculty of Education, NBTS Ogbomosho. She is currently researching on a topic titled "Use of The Triads of Transactional Leadership Behaviours in Enhancing Seminary Students' Participation in Teaching – Learning Milieu". She will appreciate your assistance in filling the questionnaire below. All information shall be treated confidentially and solely used for academic/research purposes, nothing more, nothing less! So please feel free to supply the needed information objectively to the best of your knowledge.

Thank you, and God bless you.

Yours sincerely,

H. ISHOLA- ESAN, PhD
(Researcher)

SECTION A: GENERAL INFORMATION

Instruction: Fill the blank spaces and tick in the appropriate column.

Programme & Level/Class _____

Your Sex: Male Female

Faculty Member/Lecturer:

SECTION B: FACULTY MEMBERS' USE OF TRANSACTIONAL LEADERSHIP BEHAVIOURS IN THEIR DEALINGS WITH STUDENTS IN THE CLASSROOM

Instruction: Tick the appropriate column

Key: SA – Strongly Agree; A – Agree; D – Disagree; SD– Strongly Disagree; IDK– I do not know

S/N	STATEMENTS	S	A	D	S	ID
	Laissez-Faire (Hands-off leadership)					
1	The Lecturer has no visible management or control as he/she leads/teaches the course					
2	He/she avoids taking a stand on issues that are not clear during class discussions					

3	He/she refrains from intervening when issues arise					
4	He/she does not talk about or emphasise grades/results					
5	He/she does not even care if we do or if we do not do our assignments as at when due					
6	He/she is generally unaware of students performance					
	Management-By-Exception (Putting out the fires)					
7	The lecturer takes corrective actions when students default					
8	He/she sets standards, but wait for problems/issues to arise before doing anything					
9	He/she stresses what students are doing wrong					
10	He/she enforces rules, dislikes challenges to the status quo					
11	Students only hear from him/her when something is wrong					
12	Students often feel “Uh oh, here he/she comes again!”					
	Contingent Rewards (Let us make a deal!)					
13	The Lecturer applies constructive transactions or dealings in and outside the class					
14	He/she makes clear expectations of outcomes of course requirements and rewards					
15	He/she exchange reward and recognition for accomplishments or activities					
16	He/she actively monitor Student’s progress and provide helpful feedback					
17	He/she establishes that “If you do as we agreed, you will get the reward/grade.					

SECTION C: IMPACT OF TRANSACTIONAL LEADERSHIP BEHAVIOURS ON STUDENTS’ PARTICIPATION IN CLASSROOM TEACHING-LEARNING PROCESSES

S/N	STATEMENTS	S	A	D	S	ID
18	My overall participation in the course(s) taught by the lecturer was excellent					
19	On the overall participation, my classmates participated excellently in the teaching-learning processes					
20	I feel equipped for the ministry as a result of having participated in the learning activities					
21	I have learnt and developed mature thinking and behaviour in the course of the classroom interaction					
22	Through the classroom interactions,I have established a personal relationship with the lecturer					
23	Through the classroom interactions,my relationship with the Lecturer has been enhanced					
24	My participation in the teaching-learning involved imparting knowledge through the methods of:					
	a. Lecture					
	b. Discussion					
	c. Project (s)					
	d. Storytelling					
	e. Dramatisation					
	f. Question and Answer					
25	Teaching-learning occurred in such a manner that students were encouraged to embody the truth in their lives					

Use of 'Triad' of Transactional Leadership Behaviours in Enhancing Seminary Students' Participation in Teaching – Learning Milieu

26	In the classroom interaction, the Lecturer alone does the talking and thinking while the class sits still and listens carefully				
27	There is an opportunity for expression and quality rapport between the lecturer and the students				

SECTION D: PECULIARITIES OF THE TEACHING METHODOLOGY OF THE LECTURER IN CLASSROOM TEACHING-LEARNING INTERACTION

Please kindly write below what your observations are about the teaching methodology of the Lecturer in the Classroom as he/she engages students in learning processes.

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