



Relationship between Principals' Leadership Styles and Teachers' Job Performance in Public Senior Secondary Schools in Maiduguri, Borno State, Nigeria

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ABSTRACT

This study was carried out with the aimed of determining principals' leadership style and teachers' job performance in public senior secondary schools in Maiduguri. Two research questions were answered and one hypothesis was tested at 0.05 level of significance. The study used a correlational research design. The population of the study comprised of one thousand, two hundred and thirty-six (1236) teachers and sixteen (16) principals of public senior secondary schools in the study area. A total of three hundred and seventy-one teachers (206 male and 142 female) which represent 30% of the population were selected using simple random sampling technique, and all the sixteen schools principals were used in this study. Sixty (60) items questionnaires were used for data collection. Cronbachs' Alpha was used to test the reliability of the instrument and the reliability coefficients of 0.87 was obtained. Descriptive statistics (mean and standard deviation) and PPMC were used for data analysis. The study revealed that majority of the principals practice transformational leadership style, there is a strong positive relationship between principals' leadership style and teachers' job performance. The study concludes that Leadership styles were the determinant factor of teachers' job performance. The study, therefore, recommended that public senior secondary school principals should embrace the transformational leadership style as it enhances teachers' job performance.

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INTRODUCTION

Education in Nigeria is an instrument for effective National development. The country's educational goals have been set out in the National Policy on Education in terms of their relevance to the needs of the individual and society (FGN, 2014). Towards this end, the

National Policy on Education set up certain aims and objectives, which were to facilitate educational development in the country. In fostering these aims and objectives, the school's principal has important roles to play. Among these roles include providing effective leadership in secondary schools, thereby enhancing



better job performance among teachers. How effective the principal is in performing these roles has been a matter of concern to many educationists (Aghenta, 2000 and Ige, 2001).

Development and differentiation in all the different organizations is not only a result of the natural endowment but the ability and type of leadership that has emerged in those organizations. Leadership is important in human organizations. It is an essential factor in effective school management, this is why from time to time and the production equation in industries and other human groups has gone beyond money, machine and market to include adequately trained personnel particularly the leadership of the organizations. Without being too provocative, if two or three schools are provided with the same resources, one will emerge as a better school in terms of its overall performance. The distinguishing factor could be leadership (Wangai, 2015).

Leadership styles are the process of influencing between the leader (principal) and followers (Teachers). It involves creating conditions where work can be done effectively by supporting, guiding, organizing and co-coordinating the efforts of staff towards the desired goal (Bukar & Idris 2007). Based on this study, Leader communicates a vision that turns self-interest into a commitment to a teacher's job performance. Leadership leads a group of people and provides them with clear ideas and objectives to achieve educational goals. Effective leaders inspire and influence teachers through their self-confidence and motivation.

Teachers' perception will normally be satisfied with their job if they have a good relationship with the principal(s) of their schools, are offered the highest possible recognition, and are involved in the decision-making process in their schools. Job satisfaction is an important ingredient

of teacher's lives and their job performance in the workplace. Job satisfaction can lead to a sense of responsibility and performance as well as teamwork involvement towards achieving the efficient and effective performance of teachers. Teachers' job performance is the duties performed by a teacher at a particular period in the school system in achieving organizational goals. Teachers' job performance depends on the teacher characteristics such as knowledge base, sense of responsibility, curiosity, interest, level of maturity, and working experience and the student's characteristics such as the opportunity to learn, as well as teaching factors such as lesson structure.

Raman, *et al.*, (2015) carried out a study on the relationship between principals' transformational leadership style and secondary school teachers' commitment in the southern zone of Sungai Petani district in Kedah. Their results found a significant relationship between principals' transformational leadership and teachers' commitment where principals' inspiring motivation dimension is the domain of transformational leadership style. Anthonia and Dayo, (2016) conducted a study on transactional leadership style and employees job satisfaction among Universities guest houses in south-west Nigeria. Their findings revealed that contingent reward of transactional leadership style has a weak positive relationship on the employee job satisfaction. Another study conducted by Money, (2017) on the effectiveness of transformational leadership styles in secondary schools in Nigeria and found out that both principal and teachers are aware of transformation leadership styles; however, it was doubtful if the practical aspect of transforming the followers and students are realized.

Teachers are generally discontented with their teaching jobs and



this invariably affects the entire education system especially secondary schools. Teachers often complain of the denial of a lot of benefits including, good salary, free medical service, staff housing loans and loans facilities. Teachers' job performance has been worrisome to experts, parents, ministry of education and stakeholders. Parents and government are always complaining about teachers and schools administrators' leadership deficiency. It is against this background that this study was carried out to the determined relationship between principals' leadership styles and teachers' job performance in public senior secondary schools in Maiduguri, Borno State, Nigeria.

Objectives of the Study

This study aims to determine the relationship between principals' leadership styles and teachers' job performance in Maiduguri Borno State and Specific objectives are;

1. To determine the types of leadership style exhibited by principals of public senior secondary schools in Maiduguri, Borno State.
2. To examine the level of teachers' job performance in public senior secondary schools in Maiduguri, Borno State.
3. To find out the relationship between principals' leadership style and teachers' job performance in public senior secondary schools in Maiduguri, Borno State.

Research Questions

1. What are the types of leadership styles exhibited by the principals of public senior secondary schools in Maiduguri Metropolis, Borno State?

2. What is the level of teachers' job performance in public senior secondary schools in Maiduguri Metropolis, Borno State?

Hypothesis

The following null hypothesis was tested at 0.05 level of significance.

H₀₁: there is no significant relationship between the principals' leadership style and teachers' job performance in public senior secondary schools in Maiduguri Metropolis, Borno State.

RESEARCH METHODOLOGY

The correlational research design was used for this study to determine the relationship between principals' leadership styles and teachers' job performance in public senior secondary schools in Maiduguri, Borno State. Cohen and Manion, (2009) Stated that correlation research design is concerned with describing the degree or magnitude of the relationship between two variables of the study.

The population for this study comprised of one thousand two hundred and thirty-six (1,236) teaching staff, and sixteen principals in all the sixteen (16) public senior secondary schools. But due to security concern, the researcher conducted his study within the Maiduguri Metropolis. A simple random sampling technique was used to select 371 teaching staff representing 30% of the population to form the sample size of the study. This is in line with the principles of simple random sampling. Kothari, (2004) opined that in the simple random selection, every member of the population has an equal chance to be selected.

The instrument used in this study is a self-developed questionnaire. The questionnaire was divided into two sections A and B, Section A sought information on the demographic characteristics of the respondents. Section B deals with



leadership style exhibited by principals' and the level of teachers' job performance. The questionnaire has Sixty (60) items. Item 1 to 40 is a modified 4 point Likert scale ranging from Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) while item 41 to 60 is a modified 4 point Likert scale ranging from High extent (HE), Moderate Extent (ME), Low Extent (LE) and No Extent (NE). The reliability coefficient of the instrument was established using Chronbach's alpha and its reliability coefficient of 0.87 was obtained. Therefore, the questionnaire was reliable.

The data collected were analyzed using descriptive statistic. Mean and the standard deviation was used to answer the research questions one and two, while Pearson's Product Moment Correlation Coefficient was used to test the hypothesis.

RESULTS

Research Question One: What are the types of leadership styles exhibited by the principals of public senior secondary schools in Maiduguri Metropolis, Borno State?

Table 1: Mean and Standard deviation distribution of the respondents based on the transformational leadership style in secondary schools in Maiduguri Metropolis, Borno State

S/N	ITEMS STATEMENT	Mean	SD
1	Principal seeks new and better ways of doing training and development to improve teachers' job performance.	3.14	0.81
2	The principal is willing to make changes in teaching and learning if the need arises.	3.22	0.78
3	Principal use rewards to motivate the employees.	2.68	1.01
4	The principal gives encouragement, support and appreciation to group members.	2.94	0.85
5	The principal is free, supportive and he respects for individuals	3.09	0.83
6	Principal sets resources required to make the staff perform at the highest level.	2.75	0.98
7	Principal consults teachers for decision making before reaching the final decision.	2.77	1.00
8	Principal enjoys training teachers on new task and procedures.	2.61	1.04
9	Principal willing to establish the harmonious relationship among the employee.	2.92	0.89
10	Principal encourages teacher's innovations and creativity by giving them administrative support.	2.82	0.93
11	The principal is willing to assign equal academic responsibility to teachers irrespective of their gender in the school.	2.87	0.97
12	Principal counselling his/her employee to improve his/her performance.	2.96	0.89
13	Principal enjoys pattern of their duties and responsibilities among their teachers in the school.	2.91	0.86
14	Principal uses praise and encouragement as Motivational strategies.	2.77	0.94
15	Principal persistent persuasion makes the teachers pursue a vision for better used.	2.66	0.94
Grand Mean		2.87	



Table 1 illustrates teachers' responses on their principals' transformational leadership style where the majority of teachers agreed that their principal seeks new and better ways of doing training and development to improve teachers' job performance with a mean of 3.14 and standard deviation of 0.81. Based on the decision rule earlier set, respondents agreed with the item. Respondents agreed that their principals give encouragement,

support and appreciation to group members with a mean of 2.94 and a standard deviation of 0.85. Finally, the majority of the teachers agreed that principals' persistent persuasion makes teachers pursue a vision for better use with a mean of 2.66 and a standard deviation of 0.94. The grand mean of 2.87 indicated that majority of the teachers agreed that their principals' leadership style is transformational leadership.

Table 2: Mean and standard deviation of the respondents based on transactional leadership style in secondary schools in Maiduguri Metropolis, Borno State

S/N	ITEM STATEMENT	Mean	SD
16	The principal tells me what I should do to be rewarded for my effort.	2.60	1.09
17	Principal negotiates with me about what I receive.	2.18	0.98
18	Principal establishes clear rules and regulations to enforce discipline among the teachers in the school.	2.91	0.92
19	Principal use threat and punishment to achieve school objectives.	2.53	1.00
20	The tendency for the principal to neglect the rights and personal needs of the teachers leads to teachers' lack of interest in their job.	2.59	1.03
21	The principal does not consider teachers suggestions and thoughts in decision making.	2.27	1.06
22	Principal leadership behaviour of task accomplishment criteria made me feel discouraged to work in the organization.	2.37	1.05
23	Principal regard teachers with opposing views as enemies of his administration.	2.29	1.02
24	Principal insist on teacher's absolute obedience and compliance to his dictates or directives.	2.62	0.96
25	Principals treat everybody consistently	2.66	0.98
26	The principal decides the operational objectives and standard of the school.	2.88	0.92
27	Principals exercise full authority.	3.03	0.89
28	Principal display a sense of power and confidence.	2.86	0.92
29	The principal is very strict in terms of task accomplishment and rewards system.	2.64	0.97
30	Principal gets me to accomplish the task more than I expect to do.	2.46	1.07
Grand Mean		2.59	

Source: Field Survey, 2020

Table 2 reveals the teachers' responses on their principals' transactional leadership style where the majority of teachers agreed that their principals tell them what they should do to be rewarded for their effort with a mean of 2.60 and

standard deviation of 1.09. Based on the decision rule earlier set, the teachers disagreed with the statement. Majority of the teachers agreed that their principals establish clear rules and regulations to enforce discipline among the teachers in



the school as indicated by the mean of 2.91 and a standard deviation of 0.92. Majority of the teachers agreed that their principals use threat and punishment to achieve school objectives with a mean of 2.53 and a

standard deviation of 1.00. The overall mean of 2.59 revealed that majority of teachers agreed that their principals' leadership style is transactional.

Table 3: Mean and standard deviation of the respondents based on passive/avoidant leadership style in secondary schools in Maiduguri Metropolis, Borno State

S/N	ITEMS	Mean	SD
31	Principal allows teachers to go about their work the way they want.	2.31	1.08
32	Principal hands-off and allow group members to make the decisions	2.22	0.92
33	Principal responds only after serious issues arise in the schools.	2.30	0.97
34	Principal shies away from his responsibilities as the leader.	2.06	0.93
35	Principals do not specifically consider the welfare and feelings of teachers.	2.22	1.03
36	The principal does not engage in strict supervision of teachers.	2.17	1.01
37	Principal avoids decision making.	2.09	1.03
38	Principal avoids getting involved when important issues arise.	2.13	0.92
39	Principal wait for things to go wrong before taking action.	2.09	0.95
40	Principal delay in responding to an urgent question.	2.03	0.93
Grand Mean		2.16	

Source: Field Survey, 2020

The results from Table 3 shows that the mean response of the teachers on whether their principals allow teachers to go about their work the way they want is 2.31 and a standard deviation of 1.08. Based on the decision rule earlier set for the study, participants disagreed with the question. The mean of the perception of teachers on whether their principals hands-off and allow group members to make the decisions is 2.22 with a standard deviation of 0.92. Majority of the respondents do not

agree that their principal delay in responding to urgent questions with mean of 2.03 and a standard deviation of 0.93. The overall mean (grand mean) of 2.16 showed that majority of the respondents disagreed that their principals' leadership style was passive/avoidant leadership style.

Table 4 below gives the summary of the means of the principals of the three type leadership styles of the principals of the sixteen (16) senior secondary schools within Maiduguri Metropolis.

Table 4: Summary of the means of the principals' leadership style of the sixteen (16) senior secondary schools in Maiduguri Metropolis, Borno State

S/N	SCHOOLS	PRINCIPAL'S GENDER	LEADERSHIP STYLE		
			Transformational	Transactional	Passive/Avoidant
1	School A	Male	3.20	2.63	2.11
2	School B	Female	2.96	2.31	2.18
3	School C	Male	2.20	3.05	2.40
4	School D	Male	2.97	2.39	2.43

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S/N	SCHOOLS	PRINCIPAL'S GENDER	LEADERSHIP STYLE		
			Transformational	Transactional	Passive/Avoidant
5	School E	Male	2.91	2.57	2.00
6	School F	Male	3.69	2.26	2.17
7	School G	Female	2.01	2.16	2.76
8	School H	Male	3.17	1.79	2.36
9	School I	Male	3.11	2.72	2.50
10	School J	Female	2.25	2.83	2.13
11	School K	Female	3.13	2.37	2.16
12	School L	Female	2.83	2.08	2.25
13	School M	Male	2.80	2.02	2.16
14	School N	Female	3.05	2.82	2.04
15	School O	Male	2.67	2.95	2.43
16	School P	Male	2.64	3.27	1.90

Source: Field Survey, 2020

Table 4 revealed that the leadership style of school A, B, D, E, F, H, I, K, L, M and N are transformational as indicated by the means, whereas that of school C, J, O and P are transactional leadership style while school G is

passive/avoidant leadership style as indicated by their respective means.

Research Question Two: What is the level of teachers' job performance in public senior secondary schools in Maiduguri Metropolis, Borno State?

Table 5: Mean and standard deviation of the principal responses based on teachers' job performance in senior secondary schools in Maiduguri metropolis, Borno State

S/N	Item Statement	RESPONSES	
		Mean	SD
41.	Teachers provide homework to the students to cover the School syllabus objectively.	3.13	0.50
42.	Teachers make a scheme of work every term to facilitate teaching and learning.	3.81	0.40
43.	Teachers prepare a lesson plan for the lesson to be taught.	3.69	0.48
44.	Teachers have mastery of subject matter and skills.	3.44	0.51
45.	Teachers supervise students' extra-curricular activities in the school.	3.19	0.83
46.	Teachers use instructional materials in teaching the class.	3.38	0.72
47.	Teachers participate in school curricular activities	3.50	0.51
48.	Teachers mark students' examination and record them immediately into the records books.	3.19	0.83
49.	Teachers allow students to ask questions and participate during the class to improve learning.	3.56	0.72
50.	Teachers try to satisfy any student at every level to satisfy him/her if they ask questions.	3.38	0.52
51.	Teachers maintain discipline in the class.	3.75	0.91
52.	Teachers come to school regularly.	3.88	0.52
53.	When teachers are present at schools, they attain class on time.	3.44	0.50

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S/N	Item Statement	RESPONSES	
		Mean	SD
54.	Teachers fulfil their assigned activities on time.	3.38	0.45
55.	Teachers maintain class management in the school.	3.69	0.34
56.	Teachers co-operate with their colleagues in any work.	3.63	0.62
57.	Teachers consult their colleagues in solving class problems.	3.31	0.79
58.	Teachers give test and assignment to the students after the class.	3.13	0.81
59.	Teachers teach every student according to their abilities.	2.88	0.89
60.	Teachers teach difficult lessons easily.	2.94	0.68
Grand Mean		3.41	

Source: Field Survey, 2020

Table 5 revealed that the majority of the principals were of the view that teachers provide homework to the students to cover the School syllabus objectively as indicated by the mean of 3.13 and a standard deviation of 0.50. Majority of the principals agreed that teachers make a scheme of work every term to facilitate effective teaching and learning with a mean of 3.81 and a standard deviation of 0.40. The mean of 3.69 indicates that principals agreed to a high extent that teachers in their schools prepare a lesson plan for the lesson to be taught. Majority of the principals agreed that teachers use instructional materials in teaching the class with a mean of 3.38 and a standard deviation of 0.72. They also agreed that

teachers give test and assignment to the students after the class with mean of 3.13 and standard deviation of 0.81 majorities of the principals agreed that teachers teach difficult lessons easily with mean of 2.94 and standard deviation of 0.68. Based on the decision rule, the overall mean of 3.41 indicated that principals agreed that the performance of the teachers of their respective schools was moderate.

Hypothesis One: There is no significant relationship between the principals' leadership style and teachers' job performance in public senior secondary schools in Maiduguri Metropolis, Borno State. The summary of the analysis is presented in table 6:

Table 6: Summary of the Pearson Product Moment Correlation Coefficient on the relationship between principals' leadership style and teachers' job performance in senior secondary schools in Maiduguri Metropolis, Borno State

Variable	N	Mean	SD	Df	R	p-value	Decision
Principal leadership style	16	2.61	0.59	14	0.711	0.002	Reject H ₀₁
Teachers job performance	16	3.41	0.41				

Source: Field Survey, 2020

Table 6 revealed that there is a strong positive relationship between principals' leadership style and teachers job performance in senior secondary schools in Maiduguri Metropolis, Borno State with

Pearson Product moment Correlation Coefficient $r = 0.711$. The result is strongly significant ($P = 0.002$). Hypothesis one is rejected hence principals' leadership style influence teacher's job performance.



DISCUSSION

The results of this study revealed that the majority of the senior secondary schools' principals' leadership style was transformational leadership. This finding is in line with the finding of Raman, *et al.*, (2015) who reported that there was a significant relationship between principals' transformational leadership and teachers' commitment where principals' inspiring motivation dimensions is the domain of transformational leadership style.

In this study, significant relationship between principals' leadership style and teachers' job performance was observed. A similar observation was made by Money, 2017 and Gkolia, *et-al.*, 2014 who also reported that there was a significant relationship between principals' leadership style and teachers' job performance. This may likely be as a result of the way the principals' carry out their role as a leader.

Finding agreed with Anthonia and Dayo (2016) whose study revealed that contingent reward of transactional leadership style has a weak positive relationship on the employee job satisfaction with Pearson Product Moment Correlation Coefficient of 0.267 with a p-value less than 0.05 level of significance. Finding also in line with the result of Adeyemi (2010) whose result revealed that there was a positive relationship between teacher's job performance and principals' leadership style. The result also agreed with the study conducted by Wachira, Gitumu and Mbugua (2017) who reported that supportive leadership styles affect teacher's job performance. Also finding shows that there was a significant relationship between the leadership styles and teacher's job performance. Amin, Shah, Ayaz, and Atta, (2013) their results shows that the expressed teachers' job performance was above average and was good.

CONCLUSION

The study concluded that leadership styles were the determinant factor of teachers' job performance where the principals exercised a high level of transformational leadership style which enhances teachers' job performance. Majority of Principals are doing training to improve teacher's job performance. It is also concluded that teachers are performing better under the transformational leadership styles than transactional and passive avoidant leadership styles.

RECOMMENDATIONS

- i Principals should embrace transformational leadership style as it enhances teachers' job performance,
- ii Reward system such as recognition and peripheral benefits by school managers, rewards for a job well done should be encouraged in the school.
- iii Principals should encourage teachers and involve them in decision making to enhance teamwork and appreciation.

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