PRINCIPALS' LEADERSHIP PRACTICES AND TEACHERS' JOB PERFORMANCE IN KWARA STATE PUBLIC SECONDARY SCHOOLS

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Abstract

It has been observed that leadership and actions of school principals could account for a larger proportion of motivation by teachers to do their works. Therefore, this paper examines principals' leadership practices and how it affects public secondary school teachers' job performance in Kwara State. Descriptive survey method was adopted for the study and the sample was selected using systematic sampling technique. 100 schools were selected out of the 324 public secondary schools in the state. Two researchers-designed questionnaires were administered to the respondents who are the principals of the sampled schools. The instruments were validated by experts and were subjected to reliability test using Cronbach Alpha. The test yielded reliability coefficients 0.65 and 0.68 respectively. The research questions were answered using mean and percentages while the hypothesis was tested with Pearson product Moment correlation statistics. Findings from the study shows a high teacher job performance in all the task areas measured and a significant relationship between principals leadership practices and teacher job performance with p-value 0.035 < r 0.667. The study recommended that, principals should adopt mentoring and motivational practices because teachers work will rely so much on how well they can bring in new ideas to teaching.

Keywords: Mentoring, Teamwork, Job performance, Behaviour modeling

Introduction

School as an educational enterprise requires proper and adequate leadership practices in order to achieve expected results. The principal is the head of secondary school and he is expected to display a high sense of responsibility in the discharge of his/her duties. The principal is both the academic and administrative head of a school. His actions can influence teachers, students, parents and every other person in the school organization. The performance of teacher in schools can be a reflection of the principal's leadership practices. Thus, it becomes necessary for the principal to display competence in the discharge of leadership duties.

Teachers' job performance has been of great concerns to stakeholders in education in Kwara State, given the deteriorating academic performance of secondary school students in external examinations. Parents, students, government, and even teachers themselves have expressed dissatisfaction with the quality of teaching and learning that takes place in the schools. In spite of improved academic and

professional qualification of teachers and huge government investment in education, secondary school system has failed to produce learners who can help solve problems of the society, this could be as a result of the difficulties faced by principals while overseeing every teacher in school, especially now that the school population is extremely large (Ekpoh, 2007). The success and failure of educational activities highly depends on teachers' performance, therefore, the performance of teachers is emphatic for achieving educational goals and objectives which have been the concern to all the educational stakeholders.

Nigerian secondary school is facing a whole lot of challenges concerning the academic performance of its students as a result of low teachers' job performance which therefore calls for concerted effort by the school administration to employ the best possible leadership practices in tackling administrative challenges. Low commitment of teachers and low teachers' job performance can be as a result of the leadership practices employ by the school principal (Adeyemi, 2012).

The school principal occupies an important position in the educational system. The job of a principal can therefore be categorized under four areas; improving the educational programme, selecting and improving personnel, working with the community and managing the school. As the chief executive of the school and educational leader of professional employees (teachers), the principal's leadership practice is a critical factor if the objectives of the school are to be attained. The school is therefore, what the principal makes it. Many diligent teachers could not fully perform their job as teachers due to poor leadership practices adopted by some principals. It is hoped that this study will expose principals to arrays of leadership practices that could help them as school head to bring out the best from their teaching staff.

Objectives of the Study

The main purpose of this study is to determine the relationships that exist between Principal's leadershippractices and teachers' job performance in Kwara state public secondary schools, Nigeria. Specifically, the study aims at the following:

- Examining the types of principals' leadership practices employed by principals' in Kwara State public secondary schools.
- Determining the level of teachers' job performance in Kwara State public secondary schools.
- Determine principals' leadership practices influence on teachers' job performance in Kwara State public secondary schools.

Research Questions

In order to achieve the objectives of the study, the following research questions were raised:

(i) What are the various leadership practices used by principals and which of them is most adopted by principals in Kwara state public secondary schools?

(ii) What is the level of teachers' disciplinary job performance in Kwara State public secondary schools?

(iii)What is the level of teachers' evaluation job performance in Kwara state public secondary schools?

(iv) What is the level of teachers' teaching job performance in Kwara state public secondary schools?
(v) What is the level of teachers' interpersonal relationship in Kwara state public secondary schools?
(vi) What is the level of teachers' management duties job performance in Kwara state public secondary schools?

Research Hypothesis

One hypothesis was formulated for this study.

1. There is no significant relationship between principals' leadership practices and teachers' job performance in Kwara state public secondary schools.

Literature Review

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more organized and logical meaning. Leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Leadership is of particular importance in educational administration because of its effect on the accomplishment of school programmes, objectives and the attainment of educational goals. The essence of leadership is to guide the members towards a specified organizational goals and objectives. In the secondary setting, the principal carries this burden of leadership (Ekpoh,2007).

Leadership Practices are the behaviours employed by the principal in his day to day activities towards the achievement of the educational goals and objectives of the school. Harris and Hopkins (2008) declared that effective leaders utilize a common set of leadership practices to transform school organizations, the leadership practices include setting directions, developing the capacity of staff, redesigning the educational institution, and managing the instructional program. Kouzes and Posner (2007) observed that school leaders who use the five transformational leadership practices may generate positive educational reform and achieve exemplary results. The five practices include: Modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart.

Inspiring a shared vision: Successful leaders inspire a shared vision with their faculty and staff. Constituents are committed to achieving the objectives of an organization when the vision is collectively created. Hallinger (2011) identified organizational vision as the key to improving students learning. Effective school leaders employ the shared vision to guide their staff and align resources to attain organizational goals.

Modeling the Way: Effective leaders develop a clear set of values for constituents to follow (Gulcan, 2012). Transformational principals set the examples and build loyalty through their daily actions. Principals as leaders reveal their commitment to the stakeholders by setting a positives example.

Challenging the process: Exemplary school leaders generate new and novel ideas through challenging the process. The principal as a leader develop innovative reform efforts through experimentation and risk-taking (Sahin, 2011). Challenging the status quo allows the stakeholders to test their skills, learn new effective teaching strategies or procedures, and turn ideas into action

(Saban& Wolfe, 2009). Finnigan (2010) declared leaders create positive change in the organization when they encourage staff to take the initiative.

Enabling others to act: Successful school leaders encourage staff to perform at their maximum potential by enabling them to act and lead. The school leader builds trust with the faculty by cultivating teamwork and support (Gulcan, 2012). An environment based on trust and self-respect allows stakeholders to create positive change at the classroom and organizational levels (Sahin, 2011). Roby (2011) asserted that high performing principal leaders support their staff members frequently and inspire their teachers to become leaders.

Encouraging the heart: Teachers and staff need encouragement and inspiration to attain the goals of the organization. Transformational leaders influence job performance of teachers and staff members by utilizing incentives, celebrations, and recognition (Lee, 2008). The effective leader uses the encouraging the heart practice to increase teachers' sense of belonging, commitment, and drive to achieve the objectives of the didactic institution.

Teacher Job-performance is considered as teacher observable behaviours related to outcomes which are relevant to educational goals. Teachers are so important that Sofoluwe (2003) referred to them as the pivot on which qualitative education and development hangs. As a result, teachers should be fully devoted to continuous self-improvement for concerted promotion of education (Obanya, 2003). Okandeji (2007) also observed that among the yardsticks of quality in any given educational venture are the qualification and experiences of its teachers. Owolabi (2003) submitted that a teacher as an instructor is responsible to teach, direct, control, interpret and instruct the learners for better attainment. Fatoba (2008) affirmed that teachers have crucial roles to play in the delivery as well as the quality of education given to students in secondary schools.

When teachers are acquainted with what goes on in the school and integrated into the decision making process. this will give them a sense of responsibility, thereby facilitating their job performance and when teachers are adequately involved in decision making process, the realization of school goal will be easy, apathy and opposition within the school will be minimized (Peretomode, 2003). Teachers also possess some management skills, a school principal's willingness in involving teachers in different decision making processes, in sharing of authority and responsibility.

Methodology

Descriptive survey method was adopted for the study because it enabled the researcher obtain the opinion of the sample population to get information needed for the study. The population for this study comprised all public secondary schools in Kwara State. There are 324 public secondary schools in Kwara State .Systematic sampling technique was used to select 100 schools out of 324. Out of the 324 public secondary schools in Kwara state, 100 was selected to participate in the study .Two research questionnaires titled "Principals' Leadership Practices Questionnaire (PLPQ)" and "Teachers' Job Performance Questionnaire (TJPQ)" was designed for the study. The instruments were validated by experts from the in tests and measurement from Counseling and Educational Management Departments, University of Ilorin. The instruments were subjected to reliability tests using Cronbach Alpha. The two instruments yielded 0.65 and 0.68 level of coefficient respectively.

The instruments were administered to the school principals by research assistants in each of the three senatorial zones.

Answer to Research Questions

Research Question 1: What are the various leadership practices used by principals and which of them is most adopted by principals in Kwara state public secondary schools?

Table 1: Result showing the leadership practices and its prevalence among principals in Kwara State public secondary schools.

S/N	Variables	N	Frequency	Rank
1.	Behaviour modeling	100	85	3rd
2.	Motivational practices	100	87	2nd
3.	Mentoring practices	100	92	1st
4.	Team work practices	100	65	4th
5.	Innovative practices	100	47	5th

Source: Fieldwork, 2019

Table 1 above shows the leadership practices used by principals in Kwara State public secondary schools. The study found five leadership practices commonly used by the school principals. The most prevalent is Mentoring (92%) practices followed by Motivational practices (87%) while Behaviour modeling (85%) was third. Team work came fourth (65%) while an Innovative practice (47%) was the least used leadership practice.

Research Question 2: What is the level of teachers' disciplinary job performance in Kwara State public secondary schools?

The mean of responses of the principals to each item on the questionnaire that addressed the level of teachers' job performance were calculated and 2.5 was used as cut-off.

Table 2: Mean and percentage showing level of teachers' job performance based on discipline in Kwara State public secondary schools.

S/N	ITEMS	SA %	A %	D %	SD %	MEAN	S. D
1.	Teachers abide by the rules and regulations of the school	71	28	1	---	3.49	0.57
2.	Teachers attend class regularly	73	27	---	----	3.41	0.587
3.	Teachers are well devoted to task given to them	63	36	1	---	3.23	0.679
4.	Teachers manage the time allocated to the subject effectively	67	33	---	---	3.23	0.708
5.	Teachers dress decently to school	72	27	1	---	3.47	0.593
	Grand mean					**3.5**	

Key: Low = 1-1.9; Average = 2-2.9; High = 3-3.39; Very High = 4.0

From table 2 above, 71% strongly agreed, 28% agreed and 1 disagreed to item 1. Item 2 recorded 73% strongly agree and 27% agree. Item 3 recorded 63% strongly agree, 36% agree and 1% disagree. Item 4 recorded 67% strongly agree and 33% agree. Item 5 recorded 72% strongly agree, 27% agree and 1% disagrees. The grand mean is 3.5 which indicate that the level of teachers' job relating to discipline is high.

Research Question 3: What is the level of teachers' evaluation job performance in Kwara State public secondary schools?

Table 3: Mean and Percentage showing level of teachers' job performance based on evaluation in Kwara State Public Secondary Schools.

S/N	ITEMS	SA %	A %	D %	SD %	MEAN	S.D
1.	Teachers grade student academic work objectively.	67	31	2	---	3.65	0.52
2.	Teachers monitor students' assessment	61	38	1	---	3.6	0.51
3.	Teachers use feedback from examination process to improve instruction	74	26	---	---	3.74	0.44
4.	Teachers show concern about students' assessment	70	30	---	---	3.7	0.46
5.	Teachers give class work and assignments	74	24	2	---	3.72	0.49
	Grand mean					3.7	

Key: Low = 1-1.9; Average = 2-2.9; High =3 -3.39; Very High = 4.0

From table 3 above, 67% strongly agreed, 31% agreed and 2 disagreed to item 1. Item 2 recorded 61% strongly agree, 38% agree and 1% disagree. Item 3 recorded 74% strongly agree and 26% agree. Item 4 recorded 70% strongly agree and 30% agree. Item 5 recorded 74% strongly agree, 24%agree and 2% disagree. The grand mean is 3.7 which indicate that the level of teachers' job relating to evaluation is high.

Research Question 4: What is the level of teachers' teaching job performance in Kwara State public secondary schools?

Table 4: Mean and Percentage showing level of teachers' job performance based on teaching duties in Kwara State Public Secondary Schools.

S/N	ITEMS	SA %	A %	D %	SD %	MEAN	S.D
1.	Teachers take individual differences into consideration	64	26	9	1	3.53	0.7
2.	Teachers make use of instructional material effectively	60	38	2	---	3.58	0.54
3.	Teachers establish a focus on students' learning	64	33	3	---	3.61	0.55
4.	Teachers communicate well while teaching	75	25	---	---	3.7	0.44
5.	Teachers initiate new instructional	63	33	4	---	3.59	0.57

	method	
	Grand mean	**3.6**

Key: Low = 1-1.9 Average = 2-2.9 High =3-3.39 =Very High = 4.0

From table 4 above, 64% strongly agreed, 26% agreed and 9 disagreed and 1% strongly disagree item 1. Item 2 recorded 60% strongly agree, 38% agree and 2% disagree. Item 3 recorded 6 strongly agree, 33% agree and 3% disagree. Item 4 recorded 75% strongly agree and 25% agree. It 5 recorded 63% strongly agree, 33% agree and 4% disagree.The grand mean is 3.6 which indicate t the level of teachers' job relating to teaching duties is high.

Research Question 5: What is the level of teachers' interpersonal relationship in Kwara State public secondary schools?

Table 5: Analysis on level of teachers' job performance based on interpersonal relations in Kwara State public secondary schools

S/N	ITEMS	SA %	A %	D %	SD %	MEAN	S.D
1.	Teachers relate well with students and their parents.	66	30	4	---	3.62	0.56
2.	Teachers foster meaningful relations among themselves.	58	40	2	---	3.56	0.54
3.	Teachers provide individualized support for each other.	66	33	1	---	3.65	0.5
4.	Teachers foster collective capacity building among themselves.	62	36	2	---	3.6	0.53
5.	Teachers manage conflict among Themselves.	73	25	2	---	3.71	0.53
	Grand mean					**3.6**	

Key: Low = 1-1.9; Average = 2-2.9; High =3-3.39; Very High = 4.0

From table 5 above, 66% strongly agreed, 30% agreed and 4% disagreed to item 1. Item 2 recorde 58% strongly agree, 40% agree and 2% disagree. Item 3 recorded 66% strongly agree, 33% agree an 1% disagrees. Item 4 recorded 62% strongly agree and 36% agree and 2% disagree. Item 5 recorde 73% strongly agree, 25% agree and 2% disagree. The grand mean is 3.6 which indicate that the lev of teachers' job relating to interpersonal relation is high.

Research Question 6: What is the level of teachers' management duties job performance in Kwar State public secondary schools?

Table 6: Analysis on level of teachers' job performance based on management duties in Kwara State public secondary schools.

S/N	ITEMS	SA %	A %	D %	SD %	MEAN	S.D
1.	Teachers are involved in school planning activities	75	24	1	---	3.74	0.46
2.	Teachers are given key management roles and positions to play in school committees	62	35	3	---	3.59	0.55
3.	Teachers very often represent the school on outside occasions	69	30	1	---	3.68	0.49
4.	Teachers participate in decision making in school	64	35	1	---	3.63	0.51
5.	Teachers initiate new instructional method	65	34	1	---	3.64	0.5
	Grand mean					**3.7**	

Key: Low = 1-1.9; Average = 2-2.9; High = 3-3.39; Very High = 4.0

From table 6 above, 75% strongly agreed, 24% agreed and 1 disagreed to item 1. Item 2 recorded 62% strongly agree, 35% agree and 3% disagree. Item 3 recorded 69% strongly agree, 30% agree and 1% disagree. Item 4 recorded 64% strongly agree and 35% agree and 1% disagrees. Item 5 recorded 65% strongly agree, 34% agree and 1% disagrees. The grand mean is 3.7 which indicate that the level of teachers' job relating to management duties is high.

Tables 2-6 shows that all the items are greater than the mean value of 2.5. The grand means of discipline, evaluation, teaching duties, interpersonal relations and management duties are 3.5, 3.7, 3.6, 3.6 and 3.7. The overall grand mean of teacher job performance is 3.62. This means that there is high level of teachers' job performance in Kwara State public Secondary Schools.

Testing of Research Hypothesis

Hypothesis One: There is no significant relationship between principals' leadership practices and teachers' Job Performance in Kwara State public secondary schools.

Table 7: Pearson Product Moment Correlation showing relationship between Principals' Leadership Practices and Teachers' Job Performance.

Variable	Mean	S.D	N	r-calculated	P-value	Decision
Principals' Leadership Practices	3.9			0.28	100	
				0.667	0.035	H_0 Rejected
Teachers' Job Performance	3.62			0.51	10	

Correlation is significant at the 0.05 level (2-tailed)

Table 7 shows that at 0.05 level of significance (r = 0.667, P = 0.035), there is positive correlation between Principals' leadership practices and teachers' job performance. This means that as principals' leadership practices increases, teachers' job performance also increases. However, there is a significant relationship between Principals' leadership practices and Teachers' job performance

because p-value (0.035) is less than level of significance (0.05). Therefore, the hypothesis which states that there is no significant relationship between principals' leadership practices and teachers' job performance was not accepted.

Discussion of Findings

The result from the research questions shows a high job performance in all the task areas measured. Teacher disciplinary job performance was a mean of 3.5, while teacher job evaluation was 3.7, teaching job performance was 3.6 and interpersonal relations with staff, students and parents was 3.6 and administrative job performance was 3.7. This implies that teachers were doing lesser amount of work in their core job areas of teaching and maintenance of discipline in the school while doing relatively higher amount of administrative duties. However, teachers job performance in conducting continuous assessment, conducting examinations as well as grading and evaluating student overall performance was high. Overall, teacher job performance as rated by principals in Kwara State public secondary schools was high.

This is consistent with Wachira,.Gitumu and Mbucha (2017) findings that supportive leadership style affects teachers' performance in schools; in schools where the principal practices supportive style, there is always improved teacher job performance. This is also in agreement with the submission of Imangbe,.Ohecha,and Obozuwa(2018) that ,there is a significant relationship between principals leadership styles and teachers' job performance in Edo Central Senatorial District schools.

The hypothesis shows a high correlation between principals leadership practices and teachers' job performance($r = .667$). The null hypothesis was not accepted ($p = .035 < r = .667$) which implies that if principals increased their mentoring practices, modeling teachers behavouirs, motivate teachers appropriately and encourage them to work as a team in a more modern and innovative ways, their job performances will improve and increased appropriately. Mehrab and Sardar (2014) found a positive correlation between principals leadership styles and teachers job performance in Iran's Western provinces secondary schools. This finding is in line with Adeyemi (2010) that school principals can improve teachers' productivity by organizing and managing several programmes for teacher development, sharing of experience with peers and open communication to explain instructions when required.

Conclusion

It can be concluded from the findings of the study that principals' leadership practices has a tremendous influence on how teachers perform their duties in the school. It can also be concluded that positive leadership practices will generate positive job performance by teachers.

Finally, teachers in Kwara State public secondary schools has a high job performance in all the five task areas that were measured. This may be attributed to good principals' leadership practices adopted in the running of the schools.

Recommendations

Based on the findings of the study, the following suggestions were recommended to help improve teacher job performance and principals' leadership practices in Kwara State public secondary schools.

1. Principals should give greater priority to leadership practices that can improve teacher job performance in teachers core duties such as teaching , evaluation, and school discipline while not relaxing on teachers' other complimentary jobs.
2. Innovative and team work practices were the least used practices by principals, knowing very well that the two will drive teachers job performance in the years to come, principals should pay more attention to these leadership practices because the work of teachers in this age of innovation and technology will rely so much on how they can bring in new and novel ideas to teaching.

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