



## PRINCIPALS' LEADERSHIP PRACTICES AND TEACHERS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN UYO EDUCATIONAL ZONE OF AKWA IBOM STATE

**Mfon Edet Thompson**

Department of Educational Foundation  
College of Education, Afaha Nsit  
Akwa Ibom State, Nigeria.  
08022048155  
[mfonthompson84@gmail.com](mailto:mfonthompson84@gmail.com)

**Nse Etukapan Wilson**

Department of Business Education  
Faculty of Education  
University of Uyo, Uyo  
Akwa Ibom State, Nigeria.  
[Princessnseobong1@gmail.com](mailto:Princessnseobong1@gmail.com)

**Uduak David Umoh**

Department of Mathematics/Statistics  
College of Science and Technology  
Nung Ukim Ikono, Ikono  
Akwa Ibom State, Nigeria.  
[uduakdavidumoh@gmail.com](mailto:uduakdavidumoh@gmail.com)

### Abstract

The study aimed at investigating how principals' leadership practices could predict teachers' job performance in public secondary schools in Uyo Educational Zone of Akwa Ibom State, Nigeria. The study adopted a predictive research design. Three research questions and three hypotheses guided the study. The Population of the study consisted of all the 1,196 teachers in the 27 public secondary schools present in the study area. The sample size was 471 teachers composed through multi-stage sampling process. Two researchers' developed instruments tagged 'Principals' Leadership Practices Questionnaire' (PLPQ) and 'Teachers' Job Performance Questionnaire' (TJPQ) were used to collect data for the study. Cronbach Alpha Coefficient was used to establish the reliability of the two instruments. The resulting indices were .84 and .72 for 'PLPQ' and 'TJPQ' respectively. Simple linear regression statistic was employed in testing the hypotheses. The results of the analyses revealed that the independent variable (Principals Leadership Practices) has a strong positive influence on the dependent variable (Teachers' Job Performance). It was recommended among others that 'The Ministry of Education' in the State should frequently organize seminars for principals on leadership practices that will ensure effective management of staff and utilization of school resources.

**Keywords:** Principals, Leadership, Practices, Teachers, Job-performance.

## Introduction

The success or failure of any secondary school system depends largely on the leadership style practiced by the principal as administrative head. The school as an organization cannot exist without the principal as well as the teachers who perform their duties to ensure that educational goals and objectives are achieved. The quality of any educational outcome is the product of effective and efficient utilization of human resources such as principal and teachers.

It is believed that the quality of leadership practiced by school principals could enhance the performance of teachers in particular and the school in general. This is the rationale for the need of an experienced leader in every secondary school because it will engender the needed climate and culture that encourage a useful school achievement. Some of the primary duties of the principal include identifying the basic areas of teachers' needs and attending to them accordingly. Such prompt attention will motivate teachers to strive towards attaining performance target in the school. The principal has to provide those motivational devices like collegiality, good communication network, good interpersonal relationship, involving teachers in decision making, providing instructional resources, giving inspirational talks, communicating their vision and acting in ways that will influence the teachers attitude to work. This encourages a harmonious working environment, leading to improved teaching and learning output. This is in line with Bush (2007) who stressed that schools need trained and committed teachers but they in turn, need the leadership of highly effective principal and support from others who have the charisma to coordinate the school environment to produce better school achievement.

Transactional leadership practice also known as managerial leadership focuses on supervision, organization and group performance (Adeyemi and Bolaruinwa, 2013)). Transactional leadership is the practice in which the principal promotes compliance by teachers through both rewards and punishment. The principal who employs this style has formal authority and position of responsibility in maintaining routine, managing teachers' performance and facilitating group performance (Abasilim, 2013)). In this case, when the principal assigns duties to teachers, they are considered fully responsible. This therefore behoves them to carry out such duties irrespective of whether they have the resources or capability. Based on this, teachers get rewarded when they succeed and punished when they are unable to get the work done. Teachers put little effort to improve their job performance when they are not rewarded. The principal could give team members incentives that encourage higher standard or greater productivity. This will make teachers active and participative in decision making by contributing constructively to the development of the school.

Participative leadership practice is defined as a leadership practice in which the principal involves the teachers in goal setting, problem solving, team building, decision making and so on, but retains the final decisions making authority. It allows for input from the teachers in all school decisions (Ardekani and Joharomi, 2011). This is because participative leaders understand that team members may have skill and ideas that could promote effective decision making process. Participative leadership seeks to involve subordinates and all those who matter in the running of the school especially teachers and parents with the view of tapping and harnessing their rich experience, knowledge and talents. Principals who are honest, trustworthy and communicate with teachers are seen as fair and principled decision makers. Their ethical behaviour in provisional and professional life enables them to perform effectively for the achievement of school goals.

Teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system with the view to achieving organizational goals (Obilade,

2009). It could also be described as the ability of teachers to combine relevant inputs for the enhancement of teaching and learning processes. According to Peretomode (2017), Job performance is determined by the workers' level of participation in the day to day running of the organization. Those factors that can contribute to teachers' job performance are: satisfying the learners through teaching style and quality lesson delivery, performance of other assignment as assigned by the principal and the department, management of class discipline, students' motivation and improvement of their achievement, performance of duties in a regular way and interaction with students, parents, colleagues and higher officials.

### **Statement of the Problem**

In secondary school, the principal occupies the highest level of leadership. Principals' leadership is one of the factors that affect teachers' quality of work. It is therefore important that secondary schools be properly led in order to define the quality of students produced in the school. Principals in secondary schools are faced with a lot of challenges especially those that emanate from teachers who do not perform their duties effectively. However, it has been observed that teachers in public secondary schools in Uyo Educational Zone seem to perform poorly on their job. This is evidenced from the rate of absenteeism exhibited in schools, lateness to work and poor lesson presentation. It is further worsened by some teachers administering class assignments to students without marking them, some teachers do not participate in extra-curricula activities, while some of them do not know how to use instructional materials. Their failure to perform effectively on their job has resulted to poor academic performance of students, students' indiscipline, truancy and examination malpractice. This has become a problem to students, teachers, principals and the entire society to the extent that many researchers have attempted to carry out different researches at different times and at different places to see whether solutions could be provided. At this point therefore, it is pertinent to raise the question; 'to what extent does principals' leadership practices predict teachers' job performance in public secondary schools in Uyo Educational Zone of Akwa Ibom State'?

### **Purpose of the Study**

The main purpose of this study was to determine the extent to which principals' leadership practices predict teachers' job performance in public secondary schools in Uyo Educational Zone of Akwa Ibom State. Specifically, the study sought to determine the extent to which;

1. Transformational leadership practices predict teachers' job performance.
2. Transactional leadership practices predict teachers' job performance
3. Participative leadership practices predict teachers' job performance

### **Research questions**

To guide the study, the following research questions were raised;

1. To what extent does transformational leadership practice predict teachers' job performance?
2. To what extent does transactional leadership practice predict teachers' job performance?
3. To what extent does participative leadership practice predict teachers' job performance

## Null Hypotheses

The following null hypotheses were formulated to guide the study.

1. Transformational leadership practice does not significantly predict teachers' job performance.
2. Transactional leadership practice does not significantly predict teachers' job performance.
3. Participative leadership practice does not significantly predict teachers' job performance.

## Methodology

The study adopted a predictive research design. This is a research design which the researcher does not have direct control over independent variable because it has already occurred and cannot be manipulated. According to Cohen *et al.* (2011), predictive design is used to investigate the possible relationship by observing an existing condition or state of affairs and searching back in time for plausible causal affect. The design is considered suitable for the study because the variables (Principals' leadership practices and teachers' job performance) under investigation are assumed to have occurred and cannot be manipulated in the process of the study. Hence it was adopted for the study. The study was carried out in Uyo Educational Zone.

The population of the study consisted of all the 1,196 teachers in the 27 public secondary schools present in the nine Local Government Areas that make up Uyo Educational Zone of Akwa Ibom State (Statistics Division of the State Secondary Education Board, Uyo, 2021)

The sample of this study consisted of 471 teachers composed through multi-stage sampling technique. In the first stage, simple random sampling technique was used to select four Local Government Areas out of the nine that make up Uyo Educational Zone. In the second stage, cluster sampling technique was used to pick all the 471 teachers in the 15 public secondary schools present in the four Local Government Areas randomly selected for the study.

The researchers developed two survey instruments titled: Principals' Leadership Practices Questionnaire (PLPQ) and Teachers' Job Performance Questionnaire (TJPQ). The PLPQ consisted of 15 items. Five items were developed for each construct: that is transformational leadership, transactional leadership and participative leadership. PLPQ was used to elicit information from teachers' on the leadership practices of their principals. The 'TJPQ' had ten items and was designed to obtain information from teachers on their job performance in the school organization. Both instruments were constructed on a four-point rating scale. For TJPQ: SA= Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree. For PLPQ: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree. The response scales for both instruments were scored as follows:

For positively warded questions:

SA = 4 Points, A = 3 Points, D = 2Points, SD = 1 Point.

For Negatively warded questions

SA = 1 Point, A = 2 Points, D = 3 Points, SD = 4 Points.

The instruments were validated by two research experts. One from the Department of Educational Foundations, Guidance and Counselling and the other from the Department of Institute and Professional Development, Educational Management and Planning, Faculty of Education University of Uyo. They were expected to comment and make suggestions concerning the instruments. This was done to ensure the suitability and appropriateness of the instruments.

Corrections and modifications made by them were appropriately effected in the final versions of the instruments.

The reliability of the instruments was established using Cronbach Alpha Coefficient which yielded reliability indices of .84 for PLPQ and .72 for TJPQ respectively..

### Method of data Analysis

The research questions were answered using Simple Linear Regression Coefficient R, while the F – value of the Simple Linear Statistics was used to test the null hypotheses at 0.5 level of significance. The decision rule by Condouris *et al* (2003) was used while answering the research questions to show the strength and direction of prediction between principals’ leadership practices and teachers’ job performance. The calculated F – value was compared with critical F – value while testing the null hypotheses at 0.5 level of significance. If the calculated F – value was greater than the critical F – value, null hypothesis was rejected and if the calculated F – value was less than critical F – value, the null hypothesis was retained. \

### Decision Rule

According to Condouris *et al.* (2003), the following were used to determine the strength of the relationship between the variables and the extent of prediction between the variables

.00 - .19 = Very Low Extent

.20 - .39 = Low Extent

.40 - .59 = Moderate Extent

.60 - .70 = High Extent

.80 - .1.0 = Very High Extent

-1 = Negative Extent

+1 = Positive Extent

### Results

All the research questions which were earlier raised in this study are answered in this section based on the outcome of the analyzed field data.

#### Research Question 1

To what extent does transformational leadership practice predict teachers’ job performance?

**Table 4.1: Result of Summary of Simple Linear Regression Analysis on the Extent to which Transformational Leadership Practice Predict Teachers’ Job Performance**

Transformational leadership practice variables	R	R-square	Adjusted square	R- Std error of the estimate
Transformational leadership practices Teachers’ job performance	.943	.890	.887	.298

Table 4.1 shows the strength of the relationship existing between the independent variable (Principals' transformational leadership practice) and the dependent variable (teachers' job performance). An R value of .943 represents the linear correlation coefficient between the predictors (Principals' transformational leadership practice) and the observed variable (teachers' job performance). This value indicates a strong and positive relationship. R-square, which is the coefficient of determination (.89) is the square value of the correlation coefficient. The result implies that 89.0% variation in teaching effectiveness of teachers within the study area is related to principals' transformational leadership practices.

### Research Question 2

To what extent does transactional leadership practice predicts teachers' job performance?

**Table 4.2: Result of Summary of Simple Linear Regression Analysis on the Extent to which Transactional Leadership Practice Predict Teachers Job Performance**

Transactional leadership practice variables	R	R-square	Adjusted square	R- Std error of the estimate
Transactional leadership practice Teachers' job performance	.944	.890	.888	.297

Table 4.2 shows the strength of the relationship between the independent variable (transactional leadership practice) and the dependent variable (teacher's job performance). R, which represents the correlation coefficient (.944), is the linear correlation between the observed and predicted value of the dependent variable. Its value indicates a strong and positive relationship. R-square represents the coefficient of determination (.890) which is the squared value of the correlation coefficient. It shows that 89.0% variation in teacher's job performance is related to transactional leadership practices.

### 4.1.3 Research Question 3

To what extent does participative leadership practice predict teachers' job performance?

**Table 4.3: Result of Summary of Simple Linear Regression Analysis on the Extent to which Participative Leadership Practice Predict Teachers' Job Performance**

Participative leadership practice variables	R	R-square	Adjusted square	R- Std error of the estimate
Participative leadership practice Teachers' job performance	.952	.905	.903	.276

Table 4.3 presents the strength of the relationship between the independent variable (participative leadership practice) and the dependent variable (teachers' job performance). R is the correlation coefficient (.952) which represents correlation between the observed and predicted value of the dependent variable. Its value indicates a strong and positive relationship. R-square coefficient of determination (.905) is the squared value of the correlation coefficient. This explains that there is 90.5% relationship between the principals' participative leadership practice and teacher's job performance.

### Analysis of the Null Hypotheses

#### Hypothesis 1

Transformational leadership practice does not significantly predict teachers' job performance.

**Table 4.6: The Result of Simple Linear Regression for the Prediction of Transformational Leadership Practice on Teacher's Job Performance**

Transformational Leadership Practice	Sum of squares	Df	Mean square	F.cal	F. crit.	Decision at p < .05
Regression	2634884.261	1	2634884.26	604.258	3.990	*
Residual	1299437.507	469	4360.528			
Total	3934321.768	470				

\* = Significant at  $p < .05$

Table 4.6 shows the analysis of variance with an F-value of 604.258 at .05 with 1 and 298 degrees of freedom. Since the computed-F value is greater than F-critical value, the null hypothesis was rejected. Rejection means that there is a significant relationship between transformational leadership practice and teacher's job performance. This is evident as the simple linear regression value is significant. It implies that transformational leadership practice by the principals significantly



predict teachers job performance in public secondary schools in Uyo educational zone of Akwa Ibom State.

### Hypothesis 2

Transactional leadership practice does not significantly predict teachers' job performance.

**Table 4.7: The Result of Simple Linear Regression for the Prediction of Transactional Leadership Practice on Teachers' Job Performance**

Transactional Leadership Practice	Sum of squares	Df	Mean square	F.cal	F. crit.	Decision at p< .05
Regression	2634884.261	1	2634884.261	604.258	3.990	*
Residual	1299437.507	469	4360.528			
Total	3934321.768	470				

\* = Significant at  $p < .05$

Table 4.7 shows the analysis of variance with an F-value of 604.258 at 0.05 alpha level, with 1 and 298 degrees of freedom. Since the computed F-value is greater than F-critical value, the null hypothesis was rejected. Rejection means that there is a significant relationship between principal's transactional leadership practice and teachers' job performance. This is evident as the simple linear regression value is significant. It implies that principals' transactional leadership practice significantly predicts teachers' job performance in public secondary schools in Uyo educational zone of Akwa Ibom State.

### Hypothesis 3

Participative leadership practice does not significantly predict teachers' job performance.

**Table 4.8: The Result of Simple Linear Regression for the Prediction of Participative Leadership Practice on Teachers' Job Performance**

Participative Leadership Practice	Sum of squares	Df	Mean square	F.cal	F. crit.	Decision at p< .05
Regression	3773413.354	1	3773413.354	535.128	3.990	*
Residual	2101321.126	469	7051.413			
Total	2874734.48	470				

\* = Significant at  $p < .05$

The table shows the analysis of variance with an F-value of 535.128 at .05 alpha level, with 1 and 298 degrees of freedom. Since the computed F-value is greater than F-critical value, the null hypothesis was rejected. Rejection means that there is a significant relationship between principals' participative leadership practice and teachers' job performance. This is evident as the simple linear



regression value is significant. It implies that principals' participative leadership practice significantly predicts the criterion variable (teachers' job performance). In this case, principals' participative leadership practice significantly affects the teachers' job performance in public secondary schools in Uyo educational zone of Akwa Ibom State.

### Discussion of Findings

The simple linear regression analyses employed in testing the hypotheses of the study has revealed that the independent variable of the study (principal leadership practices) is strong in predicting the dependent variable. The findings agree with the opinion of Etudor-Eyo (2015) which describes leadership as an interpersonal influence directed towards achievements of interpersonal goal and that a good leader makes others work willingly through communication, motivation, and guidance.

The result of analyzing hypothesis two is in contrast with the findings of Ali *et al.* (2015) who conducted the study on the effect of transactional leadership style on employee's performance in five (5) Algeria banking institutions. Their result showed that there was no significant statistical relationship between transactional style and employees' performance. However, the findings of this study revealed that transactional leadership has significant relationship with job performance.

The findings of this study summarily revealed that principals' leadership practices have strong influence on teachers' job performance. This is in agreement with the opinion of (Adeyemi 2006) who sees principal leadership as a process through which principals influence the performance of teachers working under them.

### Conclusion

It was concluded based on the findings of the study that principals' practices significantly predicted teachers' job performance in public secondary schools in Uyo Educational Zone of Akwa Ibom State, Nigeria. If teachers' job performance is to be applauded, teachers must be motivated to be innovative, participate in decision making and work according to professional ethics. It is on this note that principals who exhibit a supportive behaviour towards their teachers create a positive attitude towards work which leads to the achievement of Educational goals.

### Recommendations

1. Ministry of Education should frequently organize seminars for their principals on leadership practices that will ensure effective management of staff and utilization of school resources.
2. Principal should employ best leadership practices that motivate teachers to be creative and innovative in carrying out their day to day activities.

### References

- Abasilim, U. D (2013). Impact of transactional and transformational leadership styles on organizational performance: Empirical Evidence from Nigeria. *The Journal of Commerce*. 5 (1): 116-204.
- Adeyemi, T. O. and Bolaruinwa, R. (2013). Principals' Leadership styles and students' academic performance in secondary schools in Ekiti State. *International Journal of Academic Research in Progressive Education and Development*, 2(1):226-348.

- Adyemi, J. (2014). The principals' leadership style and teachers performance in secondary schools of Gambella Regional State. Masters of Arts Thesis in the Department of Educational Planning and Management, University of Jimaa: Ethiopia.
- Akwa Ibom State Secondary School Board(2021) Secondary School Teachers Statistics (SSTS) Uyo: Akwa Ibom State Ministry of Education Planing Research And Statistics (PRS UNIT)
- Alli, B., Ognjen, R. and Tomislav, J. (2015). The effect of original leadership styles on employees' performance, case study of 5-Algeria Banking Institutions. *Journal of Economics and Business*, 9(2):34-52
- Ardekani, S. R. and Joharomi, S. A. (2019). Relationship between participative management and personnel productivity: A survey in Grachsaran Gas and Oil Company. *World Applied Science Journal*, 15(9):1319-1324.
- Bush, B. M. (2017). The ethics of transformational leadership. In Joanne B. C. Ulla (Ed), ethics: The Heart of leadership, wesport, Ct: Praeger 169-192
- Cohen, L., Manion, L and Morrison, K. (2011). Research methods in Education London Roulledge Falmer
- Obilade, S. O. (2019). Leadership qualities and styles as they relate to instructional productivity. The Manager Ibadan: Department of Educational Management, University of Ibadan. 25-31p
- Peretomode, V. F. (2017). Educational Administrative Applied concept and theoretical perspectives Lagos, Jola Educational Research and publishers Ltd.