

PRINCIPALS' BEHAVIOURAL ROLES AS PREDICTORS OF TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN SAGAMU LOCAL GOVERNMENT AREA OF OGUN STATE, NIGERIA

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Abstract

This study examined principals' behavioural roles as predictors of teachers' job performance in secondary schools in Sagamu Local Government Area of Ogun State, Nigeria. It adopted the descriptive survey research design, while, "Principals' Behavioural Roles and Teachers' Job Performance in Secondary Schools Questionnaire (PBR&TJPQ)" was used to elicit information from the participants for the study. It was face, content, construct validated and yielded reliability coefficient of 0.807 Cronbach's Alpha. The instrument was administered on 103 secondary school teachers sampled for the study. Two research hypotheses were formulated and tested at 0.05 level of significance. Findings showed that there was significant difference in the principals' behaviour in sharing of responsibilities among secondary teachers in enhancing their job performance in Sagamu Local Government Area of Ogun State ($F\text{-ratio}=3.093$; $p<0.05$). Also, there was significant difference between principals' behavioural supports through reward and discipline in promoting teachers' job performance in secondary schools in Sagamu Local Government Area of Ogun State ($F\text{-ratio}=1.670$; $p<0.05$). Arising from the findings it was discovered that the principals' behavioral roles go long a long way in predicting the teachers' job performance. Therefore, it was recommended that school principals should endeavour to support their teachers in translating the identified various educational policies, rules and regulations that guide their job performance in the school system. Doing this would make their leadership/principalship responsibilities to be lighter and to be easy in performing their daily activities better.

Keywords: *Principal, Behaviour, Secondary School Teacher, Job Performance, Ogun State*

Introduction

A school is an institution established for the purpose of teaching and learning. It is a place where pupils/students are refined and where formal education is given for a total turnaround growth and development of the youths in the society. The successful coordination of instructional and administrative tasks within the school system depends largely on human factors. Principals are the most senior members' of staff in the secondary school administration and that their appointment to the post of principalship to pilot the affairs of the schools is done by the virtue of their qualifications, intelligence or knowledge and teaching experience. They are the chief executive officers and administrators that occupy the apex position in the organizational structure of a secondary school. Therefore, their actions and inactions can make or mar the school administrative process. If principals are the chief executive officers in the secondary school administration, it shows that they are the coordinating heads that enhance the even allocation of the scare resources among the teachers under their authority within the school environment. They also ensure discipline by ensuring and enforcing disciplinary actions against any staff: teaching and non-teaching and the students that tend to be deviant to the school rules and regulations.

In other words, teachers are the available human resources employed by the government to teach in the secondary school system, it is therefore teachers' job performance indicates the level of service delivery rendered in a term and if not a session by a teacher. Thus, teachers' level of job performance in the school system can either be low or high, make or mar as a results of the school principals' behaviour.

Against the background, this study examined the principal's behavioural roles in predicting teachers' job performance in Sagamu Local Government Area of Ogun State, Nigeria.

The term job performance can be described as the work-related activities expected of an employee and how well those activities were executed. Job performance is a means to reach the desired goal or set of goals within a role, at a stipulated time frame. Teachers' job

performance can therefore be described as a set of tasks/activities a teacher is expected to accomplish in the school within a given period of time. Oresajo (2019) described teachers' job performance as "the duties performed by a teacher at a particular period in the school system in achieving organizational goals. Federal Republic of Nigeria (2014) in the National Policy on Education, clearly stated that the school principal is expected, as part of his/her statutory contribution to the health and success of the school, to carry out a number of administrative functions, amongst which is the supervision of instruction on a regular basis.

Principal is described as the head of a secondary school. He/she is accountable and responsible for everything that goes on in the school. The principal is an agent, who executes or transmits rules and regulations handed down by the ministry of education and also expected to implement the policies as contained in the nation's National Policy on Education (NPE). The curriculum, the system of instruction and discipline are handled by him. National Institute for Educational Planning and Administration (NIEPA, 2015) opined that principal is the governor of his/her school, He/she sees to the smooth day-to-day management of the activities in the school. He/she is in charge of the school and therefore should be held responsible for the administration/ management of the school together with capable teachers to whom duties can be delegated. Fafunwa (1974) and Etu (1997) in Nakpodia (2011) opined that the Nigerian secondary school principal occupies a unique position in the overall secondary school educational system. He is an educational leader in his own right and his influence is considerable in the educational programme of the country.

In other words, a teacher is someone who helps students to acquire knowledge, competence or virtue. A teacher can also be called an educator; he or she is a person who helps people to learn. Teachers have been known with different names. These names include but not limited to: educator, tutor, instructor, schoolteacher, schoolmaster, schoolmistress, master, mistress, governess, educationist, coach, trainer etc. A teacher's professional duties may extend beyond formal teaching. Outside of the classroom teachers may accompany students on field trips, supervise study halls, help with the organization of school functions, and serve as supervisors for extracurricular activities. In some education systems, teachers may be responsible for

student discipline. It is important to have teachers who are focused as far as the critical job tasks are concerned and who are comfortable as individuals with the behaviour of the principal in order to be able to achieve set goal of the school. Schools with satisfied teachers are likely to be more productive in terms of effective teaching/learning and consequent academic performance than those with unsatisfied teachers. Teachers' job performance is considered to be how well a teacher is carrying out his or her civic responsibilities of teaching in the classroom and thereabout with a view of meeting with the educational goals and objectives. Teachers' job performance is defined as duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade, 1999; Nurharani, Nur Zahiria and Nur Shammah 2013 in Oresajo, 2019).

For principal to enhance better teachers' job performance, he/she needs to adopt appreciable leadership styles/traits. Leadership is a key point to reckon with in any given organization, schools inclusive. Sergiovanni and Elliott (1975) in Nwagwu (2009) opined that every leadership system should include such general components/ the ways those at the helm of organizations express their authority and administrative behaviour; the decision-making; the communication processes; the quality and pattern of inter-personal relationships; procedures for developing plans and policies; and the methods of control, supervision and evaluation of performance. Abdullah, Ismail and Mydin (2013), leadership is a process of influencing others to understand and agree to what need to be done and how it can be done effectively for the achievement of purpose. The understanding of how and why leaders succeed or fail to have positive influences on their followers is still a compelling question for principals of secondary schools. School principals are expected to exhibit the following leadership traits/styles in the schools' programmes: educational leadership; the school curriculum; examination of school records including lesson notes; the school library; supervision and evaluation of instruction; provision of terminal reports as feedback to parents on students' performance; continuing staff development; conduct of staff meetings; co-curricular programmes; internal and external examinations; management of Parent-Teachers Association (PTA); exhibitions and excursions; management of School Based Management Committee (SBMC); school sports day, Founder's Day, clubs and

societies; and management of Old Students Association (OSA) etc. (NIEPA, 2015).

Leadership model developed by Bass and Avolio (1997) in Oluremi (2008), identified three leadership behaviours. Transformational leadership is identified by certain behaviours which include inspirational, motivation, intellectual stimulation, and individualized consideration. Transactional leadership is identified with exchange of rewards for meeting agreed – upon objectives. Monitors followers to ensure mistakes are not made but allows group to exist. In this case, the leader intervenes only when things go wrong. A non-leadership construct, laissez-faire leadership is an absence of leadership.

Various researches have investigated the direct effects of leadership on teachers' job performance. Sweeney (1982) in Nek, Jamal and Salomawati (2011), identified six characteristics that a principal should have in relation to leadership in the school, and namely: stressing on the students' academic achievement, developing teaching strategies, maintaining conducive atmosphere in the school, evaluating the students achievement regularly, coordinating teaching programmes and helping to boost teachers moral on the job.

The principal is to support and guide the teachers to translate the provisions of the National Policy on Education (Federal Republic of Nigeria, 2004). The old administration behaviours have changed over time. Planning and financial accounting are no longer the only qualities of an effective leader. Soft skills, teamwork, good communication skills and the ability to motivate and mobilize, all of which impact teachers' job performance. These are becoming the skills increasingly desired in principals and emphasis was also laid on professional development of teacher inclusion in decision making as crucial to successful school leadership (Dinham, 2008).

Billingsley (2005) found that teachers with positive perceptions of their principals' behaviours had better job performance. Awiti (2009) asserted that the leadership behaviours a principal exhibits may make or mar the school climate and the overall academic performance of the school. Principal's behaviour is always an issue of concern in enhancing teachers' effectiveness and extra effort towards teachers' job performance. Good behavioural pattern of a principal helps to build and maintain effective interpersonal relationships. A principal who is

considerate and friendly toward teachers is more likely to win their friendship and loyalty leading to formation of emotional ties that make it easier to gain cooperation and support from teachers to whom the principal must in turn to get the work done. Findings have shown that supportive leadership behaviours from the principal lead to the increased teacher job performance as exemplified by the time and skills teachers devote towards attaining the school goals.

Principal's behaviour has a significant positive relationship with teachers' job performance in cases where the subordinates have low need for achievement. Teachers perform better with high supportive leaders in a structured task situation. These results confirmed the Path Goal Theory that when subordinates (teachers) have a task that is structured or routine, a supportive and considerate leader motivates a subordinate by minimizing the negative aspects of the work environment (Robinson, Lloyd and Rowe, 2008). Lenka (2012) carried out a study on frustration and work motivation of secondary school teachers as a correlate of leadership behaviours of their principals. The sample comprised 80 teachers and 20 principals who were selected randomly. Work Motivation Questionnaire and Leadership Behaviours Descriptive Questionnaire were used to collect data. Findings confirmed that, where there was a supportive and cooperative principal, teachers performed their jobs with zeal.

The principal's leadership behaviours play an important role in determining productivity among the teachers in the school. The principal has to balance between the jobs being performed and the personal needs of the teachers. The principal is a standard setter, one who leads in the development of an aspiration and expectation on the part of both teachers and students. He assists the teachers with their problems of improving methods, materials and evaluation and provides a good measure of quality control. Principals' help teachers improve their testing techniques and develop their ability to analyze and interpret data. The principal as an administrator needs to possess certain administrative skills to effectively perform his duty (Ogundele, Sambo and Bwoi, 2015).

Adepoju (1996) in Adeyemi (2011) asserted that variables of teachers' job performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students' work and disciplinary ability are virtues which

teachers should uphold effectively in the school system. In this regard, the teachers' job performance could be measured through annual report of his/ her activities in terms of performance in teaching, lesson preparation, and lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra curricula activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivation, class control and disciplinary ability of the teachers.

In school administration, principal involves in managing, administering the curriculum and teaching, discipline, assessment, evaluation and examinations, resource allocation, costing and forward planning, staff appraisal relationship with the community, use of the practical skills necessary for surviving the policies of organization such as decision-making, negotiation, bargaining, communication, conflict handling, running meetings and so on. By implication, the principal of a school is a planner, director, controller, coordinator, organizer, adviser and a problem-solver. The principal is the person on whose shoulders rest the entire administration, success or failure of the school. The principal identifies and set goals and objectives of the school, which of course, must be in line with the national objectives, analyses tasks and share responsibilities of the staff according to specialization and expertise (Ojo, 1999 Maduabum, 2002; Uyanga, 2007 all cited in Ogundele, Sambo and Bwoi, 2015).

It is imperative to know that principals of secondary schools do not just emerge from anywhere as far as public secondary schools are concerned. The emergence of a principal to a secondary school must be as a result of competences of such a person and that he/she must have been teaching for a substantive number of years, which made him/her to attain the professional competences that commiserate for the principalship skills. Iheukwumere (2006) in Ogundele, Sambo and Bwoi (2015) stated that within the secondary school system, the principal stands out as the chief executive of the school he is also the school administrator, the instructional leader, the personnel manager for both the students and staff personnel. The principal is also the finance and physical facility manager. The principal is expected to maintain a good relationship with the immediate community and also ensure a continuous contact with the ministry of education and the teaching service commission amongst others in the area in which the school is

situated. There are several categories of administrative task areas in the school system. There are student personnel, staff personnel, instruction and curriculum development, school finance and business management, school plant and other general tasks.

Ogundele, Sambo and Bwoi (2015) acknowledged that the principal is standard setter, one who leads in the development of an aspiration and expectation on the part of both teachers and students to do good work. He assisted the teachers with their problems of improving methods, materials and evaluation and thus provides a good measure of quality control. Principals can help teachers improve their testing techniques and develop their ability to analyze and interpret data. The principal as an administrator needs to possess certain administrative skills (competencies) to effectively perform his duty.

Adetona (2003) in Oluremi (2008) noted that the task of the principal is to produce well educated boys and girls through effective teaching and learning. Positive school cultures are associated with higher student motivation, good academic performance, and improved attitudes of teachers towards their job. Studies conducted by Fooki and Tang Keow Ngang, (2000) in Nek, Jamal and Salomawati (2011), involving 279 teachers found that the supervision carried out by the principal was not only might to achieve the school goals but might also to give an impact to everyone in the organization. That shows teachers job performance is high towards certain leadership function but low on other things. When teachers are satisfied with their job, their moral are high and productivity is optimum in term of physical, emotional, spiritual and intellect.

Furthermore, there is a saying that experience cannot be bought. Thus, in appointing principals of secondary school, experience is one of the factors for their appointment. Nompula (2012) in Sule (2013) noted in his study that it was possible to integrate theory with practice within one art subject by teaching theoretical work in the context of practical work. This could be achieved by the use of supervisory demonstration strategy for teachers by their principals since most likely the principals are more experienced on the job. Principal's demonstration involves teaching and learning activities presented by the principal who is skilled and experienced for the purpose of the illustration of educational materials, procedures or strategies in order to improve instruction.

According to Eze (2006) in Sule (2013) in a study, discovered that principals much involvement in supervisions and found little or no time to practice teaching demonstration and providing other supervisory services for instructional improvement. In a survey study of perception and actual performance of instructional supervision by the principals of selected secondary schools in kaduna State of Nigeria, Effiong (2006) in Sule (2013) concluded that the principals had a high and positive perception of instructional supervision but that their performance of instructional supervision was not above average.

Hypotheses

Ho1. There is no significant difference in the principals' behaviours in sharing of responsibilities among secondary school teachers in enhancing their job performance in Sagamu Local Government Area of Ogun State.

Ho2. There is no significant difference in the principals' behavioural supports to teachers' through reward and discipline in promoting their job performance in secondary schools in Sagamu Local Government Area of Ogun State Nigeria.

Methodology

This study adopted descriptive survey research design. In this regard the researchers described the variables that constituted the study in their real nature without any form of manipulation of the variables. The study population was one thousand and three (1003) teachers whereas one hundred and three (103) teachers were sampled. They were drawn from the secondary school teachers' in Sagamu Local Government Area of Ogun State, Nigeria. They were drawn from the junior and senior secondary schools in Sagamu Zonal Education Office (ZEO). They were simple randomly selected for the study in twenty-two (22) public secondary schools in the Zone. Questionnaire was designed, titled "Principals' Behavioural Roles and Teachers' Job Performance in Secondary Schools Questionnaire (PBR&TJPQ)" and pilot tested in Ikenne-Remo to teachers of secondary schools under Ikenne Zonal Education Office which was not the coverage of the study geographical location. The questionnaire was validated by two experts in educational management and administration from the National Institute for

Educational Planning and Administration (NIEPA-Nigeria). This was done in order to ascertain the reliability of the questionnaire, may be it measured what it was met to measure or not. The reliability coefficient indicated 0.75 Cronbach's Alpha. The questionnaire was administered to the selected sampled secondary school teachers in Sagamu Local Government Area of Ogun State Nigeria. The data generated was analyzed with statistical tool of ANOVA using the SPSS to analysis the two hypotheses formulated for the study.

Findings and Discussion

Ho1. There is no significant difference in the principals' behaviour in sharing of responsibilities among secondary school teachers in enhancing their job performance in Sagamu Local Government Area of Ogun State.

Table 1: Principals Behaviour in Sharing Responsibilities and Teachers Job Performance

Mode	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2.888	4	.722	3.093	.019
Residual	23.575	101	.233		
Total	26.462	105			

Note: $p=0.05$ level of significant

Table 1 indicated the f-ratio of 3.093 at 0.05 level of significant. The result showed that, there was significant difference in the principals' behaviour in sharing responsibilities among the teachers in secondary schools in Sagamu Local Government Area of Ogun State Nigeria in enhancing their teachers' job performance. It is therefore that the null hypothesis was rejected.

Cerit (2010); Chen and Cheng (2011) in Yi-Gean, Jao-Nan and Mikio (2017) pointed out that teachers' job performance and teachers' organizational commitment are critical determining factors for a school's success or failure. Therefore, teachers' job performance (an indicator for individuals), organizational commitment (an indicator for organizations), school effectiveness (a comprehensive indicator, as it reflects the overall performance) were chosen as criterion variables to evaluate school principals' leadership behaviours. Leadership

behaviours have significant and positive impact on teachers' job performance. In the same vein, the research results of Meyers, Meyers, and Gelzheiser (2001) in Yi-Gean, Jao-Nan and Mikio (2017) found that schools were less productive with a school principal who demonstrated more dominant leadership behaviours. On the contrary, shared decision-making leadership behaviours (delegative behaviours) led to teachers' higher job performance.

Ho2. There is no significant difference between principals' behavioural supports through reward and discipline in promoting teachers' job performance in secondary schools in Sagamu Local Government Area of Ogun State Nigeria.

Table 2: Principals Behavioural Reward and Discipline and Teachers job Performance

Mode	Sum of Squares	Df	Mean Square	F	Sig.
Regression	9.073	25	.363	1.670	.045
Residual	17.389	80	.217		
Total	26.462	105			

Note: $p=0.05$ level of significant

Table 2 indicated the f-ratio of 1.670 at 0.05 level of significant. The results showed that, there was significant difference in the principals' behavioural supports through reward and discipline of teachers in promoting teachers job performance among the secondary school teachers in Sagamu Local Government Area of Ogun State Nigeria. It implied therefore that the null hypothesis was rejected. Thus, it is obvious that there are differences in schools administration as a result of different administrator with a different administrative style at one time or the other. In other words, differences in schools administration can be traced to the school head (the Principal) behavioural pattern which can make or mar the process of supporting teachers reward and discipline toward their job performances in a school environment. Against the background, Isa, Juilani, and Sleiman (2014) admonished that teachers whether new or old on the job need necessary support in implementing the instructional programmes. It therefore behooves the school principals to provide necessary support needed by the teachers,

and also involve them in the implementation of instructional programmes while s/he oversees what the teachers are doing with the students. In the same vein, Adeyemi (2010) in Giami and Obiachina (2019) argued that job performance can be determined by workers' level of participation in the day to day running of the organization (school). It is obvious, that employees behave differently under different situations and leadership. Organizational heads or executives (principals) need to constantly encourage their staff (teachers) for effective job performance by identifying their needs, try to satisfy them for optimum result and at the same melt discipline as the need arise without fair or favour.

Conclusion and Recommendations

Arising from the study's findings, it could be observed that the school principals have a lot of bulk responsibilities on their shoulders in order to promote and not hinder their staff performance especially the teaching workforce of the schools. Then, their behavioural patterns in the area of leadership need to be checked and balanced. Otherwise the teachers' job performance may be relatively low as a result of the principals' behaviour that may be unfriendly to the teaching staff. Therefore, the following recommendations were suggested.

1. School principals should endeavour to support their teachers in translating the identified various educational policies, rules and regulations that guides their job performance in the school system. Doing this would make their leadership/principalship responsibilities to be lighter and to be easy in performing their daily activities better.
2. School principals should develop check and balance mechanism that would make their teachers to develop positive perceptions and attitudes toward their behaviour, enhance it would bring about better teachers job performance and better service delivery respectively.
3. School principals' behavioural pattern would enhance their teachers to perform better and always increase their dedication the more in the school. Therefore, principals should develop a positive mindset toward every member of staff of the school, because good principal attitudes can lead into building and

maintaining an effective good relationship in the school and outside the school working relationship.

4. It is obvious that when the principal can strike balance between the job being performed by teachers and the personal needs of the teachers, there is always a better job performance. Therefore, principals have to be very careful and being sensitive in discerning between the job done by their teachers and their personal needs respectively.
5. School principals should develop the spirit of aspiration and developer of high expectation from their teachers and the students in doing very good work.
6. School principals should develop positive mindset also of motivating their students to enhance good academic performance and to improve their teachers' morale toward their teaching job performance.
7. School principals should lead by example by demonstrating their wealth of experience before their teachers by involving themselves in the art of teaching and learning activities in the school from time to time as the case may be.

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