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INFLUENCE OF SCHOOL LEADERSHIP STYLES ON TEACHERS' PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN ANAMBRA STATE, NIGERIA

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ABSTRACT

This study examined the influence of principals' leadership styles on teachers' job performance in secondary schools. The purpose was to find out how transformational and instructional leadership styles of principals could affect teachers' performance in teaching and learning in public secondary schools in Awka South, Local Government Area of Anambra State. The descriptive survey design was adopted and the population for the study comprised 332 teachers from all public secondary schools in Awka South. The simple random sampling technique was used to select 200 teachers for the study, and the data was collected through a set of structured questionnaires titled "Influence of Principals' leadership styles on Teachers' Job Performance". The reliability of the instrument was determined using test retest technique and it yielded a coefficient value of 0.80. The findings of the study indicated that the principals exercised a high level of transformational leadership style and low level of instructional leadership style. Based on the findings, the study recommends that the Ministry of Education should organize professional development on school leadership to help strengthen principals' leadership practices and the Post-primary school service Commission should organize leadership capacity-building programs to empower principals on the best practices of Instructional leadership style that will enhance teachers' job performance.

Keywords: Principals leadership styles, Transformational leadership, Instructional leadership, Job performance

Introduction

Leadership could be defined as a process of leading a team with the same vision to achieve specified goals. It involves the act of directing, motivating, inspiring, and supporting subordinates to carry out their duties judiciously. Leadership can be carried out through diverse ways or actions known as styles. Leadership styles are traits, actions, and behaviors used by leaders to influence the work of others. Leadership behavior could be positive or negative. It is positive when it leads to the effectiveness of workers and negative when it leads to ineffectiveness. Adopting positive leadership behavior can motivate staff to increase their ability to reach pre-determined goals (Indeed, 2023).

In the school system, leadership styles are seen as a factor that differentiates achieving and non-achieving schools (Luthans, 2012).

That is to say that achieving schools use leadership styles that are different from non-achieving schools. Adeyemi (2010) identified various leadership styles common among Nigerian school principals as democratic, autocratic, charismatic, and laissez-faire. These styles according to him could influence teachers' job performance.
However, recent studies have noted the uniqueness of transformational and instructional leadership styles in transforming and changing teachers to become more efficient and productive (Ngemunang, 2019; Makau, Tanui, and Ronoh, 2016)). Especially, in the present dispensation where globalization has made change and innovation a common phenomenon in the educational system. School principals are confronted with challenges in management and administration, issues with teaching methodology, and student performance as they provide leadership and organization to their schools. In exceptional cases, it takes specific leadership behaviors from the principals to resolve certain issues; other times it takes organizational and management skills (Tobin, 2014).

Transformational leadership has been proven to move organizations from where they are to where they ought to be (Ngemunang, 2019). It helps to raise leaders and followers to a high level of motivation that will enable them to work and contribute more (Burns, 2008). School leadership provides direction, mentorship, counseling services, and coaching to help boost teachers' performance on their jobs (Welch and Hodge, 2018). It works with the concept of the principal as a visionary leader who empowers followers to perform beyond normal expectations. The leadership effectiveness of school leaders is greatly influenced by a combined set of factors, possibly from leadership competence, styles, and school culture (Phuc et al., 2020). This study gives insight into leadership practices and examines the transformational and instructional leadership of school principals in Anambra State public secondary schools to find out if it exerts any influence on the teachers' performance of their duties.

The Concept of Leadership Styles

The performance of any school is largely dependent upon the leadership style of the principal (Eshbach & Henderson, 2010). It reflects distinct ways of behavior which may develop a positive school climate and improve teachers' performance (Kolzow, 2014). Bickmore and Dowell (2018) discovered in their study on "understanding teacher turnover in two charter schools" that principals' leadership dispositions are related to practices that affect the working conditions of teachers. Many scholars including Babalola (2015), Osabuja and Ikenga (2015), and Adeyemi (2010) agreed that leadership entails the capacity of the leader to influence the activities of others to achieve the cooperate goal of the organization. While Okumbe (2015) defines leadership style as a particular behavior applied by a leader to motivate the subordinate to achieve the objectives of the organization. Tannenbaum and Schmidt (1973) described leadership as a continuum of behaviors that range from autocratic (level of leaders' authority) to free

rein (level of freedom given to subordinates). From the continuum, they identified four leadership behaviors namely; telling, selling, consulting, and joining. They noted that successful leaders know which leadership behavior to choose from the continuum depending on the situation and goal of the organization. Mohammed, Yusuf, Sanni, Ifeyinwa, Batiore, and Kazeem (2014) agreed with the above views on leadership style and added that leadership style is the pattern of behavior engaged by a leader when dealing with organizational staff. Such behaviors make the staff/employee respond willingly to the directives of the leader.

Instructional leadership style: The concept of instructional leadership includes all leadership activities that indirectly affect student learning (Ng, 2019). Leithwood (2010) also, asserts that instructional leadership is a series of actions aimed at impacting classroom instructions. It could be carried out through staff development, modeling, coaching, and supervision. Principals through modeling and coaching help teachers develop effective instructional practices. Makau, Tanui, and Ronoh (2016), also noted that instructional leadership style refers to the activities that the principals engage in to promote growth in students learning. It can be described as the core elements of principals' leadership which impacts continuously the improvement of quality teaching and learning (Education Improvement Research Centre, 2022). Instructional leadership involves: determining expectations; resourcing strategically; managing instructional programs; promoting a positive school environment and developing school leadership skills (Robinson et al, 2008).

Furthermore, Instructional leadership is a model of school leadership in which a principal works alongside teachers to provide support and guidance in establishing best practices in teaching. Principals employing this model of leadership, communicate effectively with their staff and together set clear goals that will lead to student achievement. McEwan (2003) noted the instructional roles of school principals as the establishment of clear instructional goals for teachers; being resourceful for staff, creating a school culture and climate conducive for learning to take place; communicating the vision and mission of the school; setting high expectations for teachers and maintaining positive attitudes towards students, staff, and parents

The instructional leadership roles of principals also include supervision of instruction through classroom observation; monitoring and evaluating progress made by students; and promoting professional development for staff ((Yunas and Iqbal, 2013; Geleta, 2015).

Transformational leadership

Transformational leadership is a process by which leaders influence major changes in the behavior and assumptions of organizational members and build in them the commitment to organizational vision, objectives, and strategies (Yuki, 2009). It is also seen as the process in which school principals take actions to increase teachers' awareness of

what is right and important in their profession, raise teachers' motivational maturity, and move them to go beyond their own self-interest for the good of the school (Bolden, et al., 2003). A transformational leader engages subordinates by spending a great deal of time building trust and demonstrating a high level of personal integrity. The ultimate goal is to transform the goals, vision, and sense of purpose of the followers, molding them into a cohesive team (Kolzow, 2014)

Transformational leaders have the ability to motivate followers to exceed expectations or intended performance by setting more challenging expectations, empowering their followers, and paying attention to their individual needs and personal development (Ngemunang, 2019). Maundu, Namusonga, and Simiyu (2018) argued that transformational leaders motivate their followers to be innovative, analytical, initiative, and independent in handling issues leading to higher engagement levels for them.

In addition, Bass and Avolio (1994) posited that transformational leadership consists of four major components: Individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence. Each of these components is a predictor of individual and organizational performance.

- Individualized consideration: Transformational leaders exhibit real concern for the needs and growth of teachers. They pay personal attention to the individual staff and provide training that will help them grow.
- Intellectual stimulation: Transformational leaders encourage their teachers to think outside the box and be creative. They modify methodologies and opportunities for their subordinates to excel. The leaders offer ideas to their followers that can help them reach new techniques and strategies for solving problems.
- Inspirational motivation: Transformational leaders inspire and motivate followers in their jobs and create a clear perspective for them to reach goals and go towards increasing efficiency in the workplace.
- Idealized influence: Transformational leaders act as ideal role models for subordinates through their friendly behavior. They admire, respect, and trust their followers. They pay more attention to the needs of their followers than their own needs and avoid using their positions for personal gain.

Transformational leadership is a leadership style used by managers when they want to expand the organization's boundaries and have performance that is beyond the status quo of the organization they belong to (Pradana, 2017). A transformational leader is also looking for the possible motives for his followers, to draw their attention to higher demands and turn individual interests into collective interests (Korejan and Shahabazi, 2016).

Performance could be described as an act of accomplishing or executing an assigned task

(Okunola, 2020). It is referred to as all the abilities of a teacher to combine relevant inputs to accomplish the task of teaching and learning (Adeyemi, 2010). The inputs could be knowledge of the subject matter, classroom management strategies, effective teaching, and lesson preparation. Teaching performance can be measured through the annual report of teachers' activities in terms of teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, and extracurricular activities; other areas of assessment include effective monitoring of students' work, motivation, class control and disciplinary abilities of teachers (Owueye, Kiiru, & Mulis, 2020).

However, Affianmagbon (2017) has observed that many teachers are not happy with their jobs and are merely staying on the job to look for better jobs outside. Popoola (2009) equally, noted that factors such as pay, recognition, respect, workload, and leadership have a great effect on teachers' performance. Recent studies carried out by Adeyemi (2016); Akinwumiju and Olamian (2015) noted that the leadership style of school principals could influence the performance of teachers in their jobs.

Research Questions

The following research questions guided the study:

1. What is the influence of the principal's instructional leadership style on the performance of teaching staff in Awka South Local Government Area of Anambra State?
2. What is the influence of the principal's transformational leadership style on teaching staff performance in Awka South Local Government Area of Anambra State?

Research Method

The study adopted a descriptive research design. The population of the study consists of three hundred and thirty-two (332) public secondary school teachers in 19 public secondary schools in Awka South Local Government Area of Anambra State. The simple random sampling technique was used to select two hundred (200) teachers. The instrument used for data collection was a structured questionnaire titled "Influence of Principals' Leadership Styles on Teacher's Job Performance". It adopted the Likert response format of Strongly Agreed (SA), Agreed (A), Disagree (D), and Strongly Disagree (SD). The Instrument was subjected to face and content validation by three experts from the Department of Educational Management and Policy and one from Measurement and Evaluation both in the Faculty of Education, Nnamdi Azikiwe University.

The reliability of the instrument was established using the test-retest method. The scores generated from each test was correlated using Pearson's Product Moment Correlation. A high value of 0.80 was obtained showing that the instrument was reliable. Two hundred (200) copies of questionnaires were administered to the respondents. The data collected was analyzed using the mean score and the criterion mean of 2.50 was used to accept or reject an item.

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Analysis of Data

Research question 1: What is the influence of transformational leadership style on teachers' Job performance in Awka South Local Government Area, Anambra State?

Table 1: Mean responses on the influence of principals' transformational leadership style on teachers' performance in secondary schools in Awka South Local Government Area

S/N	**Questionnaire items**	**X**	**Decision**
1	The principal of my school builds team spirit among staff to enhance task performance.	3.0	Agreed
2	The principal of my school motivates staff to work harder	2.8	Agreed
3	My school principal displays enthusiasm in guiding teachers.	2.4	Disagreed
4	The principal of my school frequently communicates changes in school teachers	2.8	Agreed
5	My school principal involves teachers in making transformational changes	2.6	Agreed
6	The principal of my school acts as a facilitator during staff development	3.5	Agreed
7.	The principal of my school rewards teachers' hard work by praising and recognizing their contributions	2.5	Agreed
	Grand mean	**2.8**	**Agreed**

Table 1 above shows that all the items from 1-7 were agreed by respondents as influencing teachers' job performance. The grand mean score of 2.8 which is above the criterion mean of 2.50 shows that the transformational leadership style of the school principal influences teachers' job performance.

Research Question 2: What is the influence of instructional leadership style on teachers' job performance in Awka South Local Government Area, Anambra State?

Table 1: Mean responses on the influence of principals' instructional leadership style on teachers' performance in secondary schools in Awka South Local Government Area

S/N	**Questionnaire items**	Mean	Decision
1	My principal helps in developing the school curriculum.	2.5	Agreed
2	My school principal guides us in managing instructional time.	3.0	Agreed
3	The principal provides opportunities for staff professional development	2.0	Disagreed
4	My principal supervises teachers' lesson notes.	2.5	Agreed
5	The principal of my school observes teachers' classroom management practices.	2.8	Agreed
6	My principal coordinates the school curriculum.	2.8	Agreed
7	My school principal communicates effectively with the teaching staff	2.5	Agreed
8	My principal checks students' notebooks.	1.8	Disagreed
9	My school principal models effective instructional strategies for teachers.	1.3	Disagreed
10	The principal of my school provides instructional support to teachers	2.0	Disagreed
	Grand Mean	2.3	Disagreed

The result from Table 2 above indicated that items 1,2,4,5,6 and 7 were agreed by respondents as influencing teachers' job performance while items 3,8,9, and 10 were disagreed by respondents as affecting teachers' job performance. With a grand mean of 2.3 which is below the criterion mean, instructional leadership style was rejected as having influence on teachers' job performance in Awka South LGA.

Discussion of Findings

Table 1 reveals that principals apply transformational leadership styles for the effective performance of teachers in secondary schools in Awka South Local Government Area of Anambra state. This is in line with the findings of Ngemunang (2019), who reported that principals use transformational leadership styles for the smooth operations of their schools. They use it to motivate staff, build team spirit among them, support teachers through staff development, and communicate changes taking place in the education system to their teachers.

The result presented in Table 2 reveals that the instructional leadership style of the principals does not influence teachers' job performance. This finding is contrary to the views expressed by Ronoh (2016), who noted that instructional leadership style is the totality of all the activities that the principals engage in to promote growth in students learning. In addition, Anub (2020) also agreed with the findings of the study by indicating that principals use instructional leadership styles regularly in public secondary schools. The contradictions of the findings could be pinned on the fact that some of the principals in public secondary schools in Awka South were not experienced in the effective use of instructional leadership style in their schools.

Conclusion

Based on the findings of this study, it was concluded that principals need transformational and instructional leadership styles for effective teachers' job performance in public schools in Anambra state. Nevertheless, transformational and instructional leadership styles remain indispensable to the effective operation of schools. It is required to motivate teaching and non-teaching staff and help them to aspire beyond their expectations. It brings about job performance especially when the leader is acting as a model and a coach who gives directions, guidelines, and support to the teaching staff.

Recommendations

Based on the findings of this study, it is recommended among others that;

1. School principals should strengthen their leadership abilities by attending conferences and training on leadership.
2. Post-primary school service Commission should organize leadership capacity-building programs to empower principals on effective leadership styles.

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