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PRINCIPALS' LEADERSHIP BEHAVIOUR, TEACHING WORKLOAD AND TURNOVER INTENTION AMONG TEACHERS IN PRIVATE SECONDARY SCHOOLS IN OGUN STATE, NIGERIA

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ABSTRACT

This study examined the relationship among leadership behaviour, teaching workload and turnover intention among teachers in private secondary schools in Ogun State, Nigeria. Herzberg's Two-Factor Theory served as the anchorage of the study in which correlation and descriptive research designs were adopted, its population was the 1,509 private secondary schools, 21,586 teachers and 3,018 principal cadre personnel. The planned sample size was 1200 teachers chosen through stratified random sampling technique but the actual sample size was 1138 teachers. One instrument with three sub-scales was used to collect data after ensuring its validity and establishing the sub-scales' reliability coefficients. Data analysis was carried out using inferential statistics of Pearson's Product-Moment Correlation to test the two null hypotheses formulated at 0.05 level of significance. From the results of the hypotheses tested it could be concluded that principals' leadership behaviour, and teaching workload individually and separately influence the turnover intention of teachers in private secondary schools in Ogun State. It was also concluded in this study that teaching workload is not a notable determinant of private secondary school teachers' turnover intention private schools in Ogun State. Base on the conclusion, this study recommended among others that in the appointment of school principals by proprietors and governing board, a process to identify those who have a history of exhibiting interpersonal skills should be included so as to determine the leadership antecedents of who to be the principal.

Keywords: Knowledge Development, Leadership Behaviour, Teaching Workload, Turn over intention.

Introduction

Education is perceived as the greatest resource and the best legacy that society can provide to a child, for the purpose of achieving prosperity and breakthrough in life. Therefore, education is seen as a means to an end which may be dynamic in nature. Among the dynamics of the ends of education are knowledge development, skills acquisition and attainment of positive attitude. Knowledge development involves creation of awareness, discovery of knowledge, knowledge capture, knowledge sharing, and application of knowledge which determines the quotient of skills acquisition and the differentials in values transmission cum facilitation of desirable attitude for functional existence in a society. Hence, education is not just a fundamental human right, its unquantifiable roles and contributions to the development of individuals and the society at large have long been established such that education is internationally accepted as a key to development (Egbe-Okpenge, *et al*., 2020). Thus, it is no gainsaying to assert that anything that hinders education will impede the process of knowledge development and consequently affects functional education in a country. Functional education seems to be a product of effective teaching and learning in schools though

not just any school but such with required infrastructures and qualitative curriculum manned by dedicated and motivated principals and teachers without mentioning less of access to such schools. In line with this, principals and teachers become the most important factors in teaching and learning activities because they play central and strategic roles in the entire educational process. A teacher is a knowledgeable person who imparts knowledge by enabling students to acquire cognitive, sensory and behavioural gains while the principal is a leadership force that coordinate and oversee both the teachers and students to ensure the achievement of educational goals within the range determined by an educational system. Asena and Asena (2020) defined leadership behaviours as a series of attitudes, characteristics and skills used by leaders in different situations following individual and organisational goals. There are as many leadership approaches as there are principals. Some of these leadership approaches include autocratic, bureaucratic, charismatic, democratic, situational, transactional and transformational. The current study aimed to evaluate leadership behaviours from a behavioural perspective supported by four leadership behaviours; nomothetic, idiographic, transactional and achievement-oriented.

The attainment and overall success of the objectives and goals of education can only be achieved by the teacher who is assigned with the responsibilities of instilling values, training, building, moulding and teaching the students. However, as teachers are expected to discharge these enormous and life transforming assignments in addition to some administrative tasks which reflects teaching workload, they also expect commensurate self-esteem, morale, remuneration and other benefits that will meet their needs and enhance their standard, to bring about a sense of fulfilment. Any deviation from these may tend to activate teaching burnout and instill in teachers, turnover intention: a notion of departing the teaching profession (teachers' attrition) or changing from one school to another (teachers' migration) to satisfy their desire. There are times that the teaching work is negatively affected by burnout felt by the teachers. Teachers experience stress because of their workload, as they plan lessons, organize activities, develop curriculum, manage extra-curricular activities, supervise classes, provide information, maintain discipline, provide cover for teacher shortages and absences, maintain records, administer timetables, evaluate and assess student's performance, in addition to the motivation of students by words and actions (Desouky & Allam, 2017). To this end, principals' leadership behaviour and teaching workload can make or mar the teachers' central role in the education process for the facilitation of knowledge development and functional education. Therefore, the process of acquiring, avoiding teaching burnout and keeping quality teachers is a continual battle for educational leaders at all levels.

It has been observed that in most secondary schools in Ogun State, Nigeria, teachers who were assumed to be the pillars of teaching and learning in schools are leaving the knowledge sector in search of greener pastures. Those that are remaining, perhaps, have the will to leave if opportunity abounds. Can principals' leadership behaviour separately be the major cause or in addition to teaching workload engender this trend among teachers in Ogun State private schools? This among others served as the basis for this study.

Leadership is important in human organisations including the school. Leadership is therefore, an essential factor in effective school management. That is why time and the production equation in industries and other human groups have gone

beyond money, machine and market to include adequately trained personnel particularly the leadership of organisations (Oyegoke, 2012). School leadership has become a priority in the education policy agenda internationally. School leadership plays a key role in improving school outcomes by influencing the motivations and capacities of teachers, as well as the school climate and environment. Effective school leadership is essential in improving the efficiency and equity of schooling. Leadership, therefore, is the catalyst for change and effectiveness of the school system as an organisation. Leadership ineffectiveness has been responsible for the major challenge to goal achievement and the decay of most secondary schools in most states in Nigeria. Orunbon (2020) observed that secondary schools have derailed the provision of qualitative education expected of them. Ibukun further explained that a lot of problems seem to bedevil the system thereby making it ineffective; hence schools need to be provided with the appropriate leadership to meet the yearnings and aspirations of the people. School principal needs to embrace leadership role that affects the level of teacher commitment and school productivity. Principals' leadership behaviour manifests the way the principal relates with his or her staff which may contribute immensely to their effectiveness or otherwise. The principals should keep in mind that they are not the sole leaders. They are to interact with different groups of leaders. They are to work side by side to achieve the objective of improving the quality of student learning. In other words, if the teachers and principals work in close coordination with the spirit of oneness, students' involvement, engagement and participation will increase and consequently may result into positive learning out comes. There has been much debate on the relationship between leadership behaviour and teacher's performance, but the fact remains that teacher's performance is almost inconceivable without positive leadership behaviour. Almost all the researchers are of the opinion that there exists close affinity between teacher's achievement and leadership behaviour. Noteworthy is that a competent principal can initiate steps for school improvement, create favourable environment for learning and friendly working environment for subordinate's staff like teachers and other school officials.

A leader's behaviour is also seen as a typical display of mannerisms that manifests the expectations and values of the organisation that sets the tone for the organisational climate. Researches on leadership behaviour falls into one of two categories: the first line of research examines how leaders spend their time throughout the day, their particular pattern of activities, and their job responsibilities. The second line of research focuses on identifying effective leadership behaviour. The importance of the role of principals in the school organisation cannot, therefore, be overlooked because the principal is very unique and essential in school organisations. In the school system, the principal as an administrator influences teachers to achieve the goals and objectives of the school. The fundamental goal of the school is to enhance the teaching and learning process. Hence, school administrators should endeavour to influence teachers' expectation in relation to achieve the goals of the school.

It can be deduced from the submission of Abari, Ibikunle, Animashaun and Oguntuga (2016) that schools should be able to excel if the principal's leadership behaviour is positive. Normally, principals' leadership styles are seen in their behaviours and how they interrelate with teachers, students, parents, and other school staff. If the principal has an effective leadership style, he or she can engender a positive climate in the school. Daily interpersonal interactions of a principal are necessary to garner trust and

support from teachers (Abari *et al.* 2016). Therefore, teachers, students, staff, and parents will feel more comfortable and satisfied with their learners' educational experience. However, if the principal leadership behaviour is negative, then the opposite may equally be held true. In this research, two leadership behaviours will be considered: Nomothetic and Idiographic leadership behaviours. Abari and Mohammed (2014) see nomothetic leadership behaviour as disposition of delegating and assigning responsibility, measuring results and invoking rewards for goals accomplishment, or sanctions for errors or failures made, according to organisational rules and with great concern for organisational prosperity. However, Ibikunle (2021) perceives idiographic leadership behaviour as attitude of inspiring, influencing, persuading and motivating people to perform extraordinarily more than they ever thought is possible, as a result of daily transactional interaction, subordinate involvement in decision making with great concern for employees' wellbeing.

Teaching workload is the task or responsibility given to a professional teacher; aims at educating the students on the present trend in their area of speciality and making sure that the organisational objective is achieved. Teaching workload can also be seen as tasks performed in the pedagogical environment which exceeds personal capabilities thereby resulting in anxiety, frustration, pressing, or annoyance. Workload may also be seen as role burden extended from a single task to multiple duties, which could harm the overall organisation performance. Teaching workload goes beyond the duty of just teaching, it involves the wider scope of involving in a wider institution's role to make teaching and learning a successful one. Teaching work is a rewarding yet demanding career. With extended hours and a heavy workload, it is easy to fall prey to teacher burnout. Without proper assistance, teachers are in danger of being overworked and not taking care of their own mental and physical health needs. According to the American Federation of Teachers' 2017 Educator Quality of Work Life Survey (2017), 61 percent of teachers indicated that their jobs were always or often stressful. Just as alarming, if not more so, 58 percent of respondents cited poor mental health as a result of that stress. The teaching profession involves being subjected to various job demands that often underpin a perception of a heavy workload. Other examples of job demands are multiple meetings that interfere with preparation time, administrative paperwork generated by the management, and being subjected to constant reforms and changes that demand re-organisation of work and work tasks (Perlito, Leah, Antiquina & Analyn, 2021). Almost half of the group of interviewed teachers stated that an increase in administrative work tasks added to the high workload. Thus, the high workload was not associated with the teaching itself but instead with the continuous growth of new demands that were added without removing other work tasks. Teachers stated that they had to deal with new technological systems, new requirements for long-term educational planning to align the teaching with the goals, new needs for grading and assessment of students' results, and extensive individual development plans for each student with increasing time pressure. Teachers have many things in mind, their attention is divided into many tasks, and they also consider many things such as teaching students who lack motivation, maintaining discipline in the classroom, confronting general time pressures and other workload demands. Due to excessive amounts of paper works and at the same time teaching children, teachers compromise the relaxation they needed, and this might lead to stress based on a study conducted in Saudi (Tahseen, 2015). Too much pressure would result

in burnout from the inability to handle the demands of work. In Sweden, teaching reported high levels of stress-related symptoms and exhaustion compared to other professions. Nine out of ten teachers stated that they experienced their workload as unreasonable (Jendle & Wallnäs, 2017). Work overload is one of the factors causing burnout among teachers that causes reduced physical and emotional energy (Malik, 2019). Factors that caused exhaustion may include more extended hours of teaching and the need for ideal conditions that the workplace could not provide (Demirel & Cephe, 2015).

Teacher turnover is one of the leading problems facing private schools today. Turnover intention refers to teachers' voluntary mindset and urge to quit the teaching profession for a different one entirely or change from one school to another. Turnover intention is dimensional because it reflects the tendency for teacher attrition and teacher migration. Quitting the teaching profession totally depicts teacher attrition while moving from one school to another is teacher migration. Teacher turnover intention most times graduate into actual turnover when it is not positively resolved. The reasons for voluntary leaving, according to Okubanjo (2010), may range from the desire to escape from a harsh and unpleasant work environment, a need to align with career aspirations and to an innate desire to earn more financial benefits among others. Education is a fundamental aspect of the development of a country. Teachers play an important role in education by aiding the learning process and fostering discipline which in the end improves the quality of life, therefore benefiting both the individual and the society as a whole. However, these benefits are usually reduced through teacher turnover by hampering knowledge development process via diverting resources from the classroom. This is evident in the submission of Kaur *et al.*(2013) and Manthi *et al*. (2018), that employees leave their current jobs in situations where they are not satisfied with their jobs or employers, or where, chances of being promoted are minimal, and when better alternative job opportunities are available. Chughtai (2013) asserts that when employees have thoughts of quitting, it affects their loyalty to the organisation, and it may finally lead to the actual quitting of the valuable employee. Albaqami (2016) posits that employees with high levels of intention to leave have poor morale, perform their duties poorly and negatively affect service delivery efforts. It is therefore important to enhance teachers' retention by reducing the intention to leave to improve teaching and learning processes in schools.

Teacher turnover can be indicated by migration and attrition. While migration is teachers' movement to other schools, attrition pertains to leaving the profession. Studies indicate that teacher turnover threatens performance in examinations, disrupts instructional programs and leads to low-quality education due to weakened quality of teaching (Ayall, Wambura & Simatwa, 2021). Therefore, school stakeholders need to do what is required in response to this challenge to reduce the turnover rates in schools. Many factors cause a turnover. Turnover is a complex process and is affected by variables (such as economic conditions, and family considerations) that have little to do with the job or the organisation (Jex & Britt, 2018).

Turnover can be due to a variety of factors. Employees leave for a variety of reasons, such as retirement, resignation, or termination. Generally, a company would prefer to keep high-performing, talented employees while only losing underperforming employees (Gilley *et.al*, 2009). Turnover occurs when people quit their jobs. An organisation usually incurs costs in replacing workers who have quit, and if turnover

involves especially productive people, it is even more costly. Turnover seems to result from several factors, including aspects of the job, the organisation, the individual, the labour market, and family influences (Griffin & Moorhead, 2014). Some of the financings that will arise with turnover are:

a) Direct cost of recruiting replacements (advertising, interviewing, testing, etc).
b) Direct cost of introducing replacements (induction cost).
c) Direct cost of training replacements in necessary skills.
d) Leaving costs – payroll and HR administration.
e) Opportunity cost of time spent by HR and line managers in recruitment, induction and training.
f) Loss of output from those leaving before they are replaced.
g) Loss of output because of delays in obtaining replacements.
h) Loss of output while new starters are on their learning curves acquiring the necessary knowledge and skills.

Theoretical Framework: Herzberg Two-Factor Theory

This study is anchored on Two-Factor theory by Herzberg (1959). The theory developed two factor model of dissatisfiers and satisfiers as a result of investigating reasons for job displeasure and fulfilment among engineers and accountants. The theory assumed that employees are capable of communicating the working conditions that make them dissatisfied or satisfied with their work. This defines factors that would lead to an employee being satisfied or dissatisfied at work. Herzberg indicated that inherent elements caused job fulfilment while external factors explain job dissatisfaction. What people want in their jobs is the basis of the theory. There are two major categories of satisfiers-hygiene and motivators (Herzberg, 1959). Intrinsic factors are the motivators that nourished psychological growth as well as development, these include work itself, promotions, recognition and challenging responsibility (Wilson, 2010). Extrinsic factors are the hygiene factors that are defined by the working condition (Armstrong, 2017). The extrinsic factors include reward structure, working conditions, organisation policy, levels of supervision as well as job security. Extrinsic rewards have significantly impacted employee motivation as opposed to intrinsic rewards that do not significantly influence employee motivation. The theory applies to human resources management intervention since it contributes to the elimination of dissatisfies that is hygiene factors. For instance, when there is peace in the work environment, it does not imply that this is a significant motivator. Therefore, intrinsic factors best explain employee motivation. To this, Herzberg (1959) added a new dimension to this theory by proposing a two-factor model of motivation, based on the notion that the presence of one set of job characteristics or incentives leads to work satisfaction and retention, while another and a separate set of job characteristics leads to dissatisfaction at work hence attrition. Thus, satisfaction and dissatisfaction are not on a continuum with one increasing as the other diminishes, but are independent phenomena. This theory suggests that to improve job attitudes, retention and productivity, school principals must recognize and attend to both sets of characteristics and not assumes that an increase in satisfaction leads to a decrease in un-pleasurable dissatisfaction or dissatisfaction to work in an institution or school. This theory is relevant to this study in that it recognizes that employees (teachers) have two categories of needs that operate in them and that both should be addressed. Several studies have used a model developed from Herzberg's theory

to establish factors influencing job satisfaction and staff retention. For example, a study by Michael (2014) used the theory to establish motivational variables influencing staff retention in private and public organisations in South Africa.

Research Hypotheses

The following null hypotheses guided the study:

$H0_1$: There is no significant relationship between principals' leadership behaviour and turnover intention among teachers in private secondary schools in Ogun State, Nigeria.

$H0_2$: Teaching workload has no significant influence on teachers' turnover intention in private secondary schools in Ogun State, Nigeria.

Research Method

The research designs adopted are correlational and descriptive since the study examined the nature of the relationship that existed among the principals' leadership behaviour, teaching workload and teachers' turnover intention in private secondary schools in Ogun state, Nigeria and the correlation among the variables under study. A multistage random technique was used to select the sample for this study. Therefore, the first stage involved the selection of the three senatorial districts out of the three senatorial districts purposively. The second stage was the selection of four local governments from each selected senatorial districts to make 12 local governments using simple random sampling technique. The third stage involved the selection of 10 private secondary schools from each local government making a total of 120 private schools using disproportionate sampling technique. Consequently, the fourth and final stage was then the employment of simple random sampling technique to select 10 teachers from each school totalling 1200 teachers which formed the participants of the study. A self-constructed questionnaire titled "Principals' Leadership Behaviour, Teaching Workload and Turnover Intention Questionnaire (PLBTWTIQ)" with three different sub-scales titled and tagged "Principal Leadership Behaviour (PLB) Subscale, Teaching Workload (TW) Subscale and Turnover Intention (TI) Subscale. The instruments' scales were validated by experts in the field of test and measurement. Their corrections and observations were used to rectify the instruments. The reliability coefficient of 0.81, 0.91 and 0.84 were obtained using split-half reliability method for PLB, TW and TI respectively. Pearson product moment correlation statistics was used to test all the null hypotheses at 0.05 significance level.

Testing of Hypotheses and Results

H_{O1}: There is no significant relationship between principals' leadership behaviour and teachers' turnover intention in private secondary schools in Ogun State, Nigeria.

Table 1: Relationship between principals' leadership behaviour and teachers' turnover intention in private secondary schools in Ogun State, Nigeria

		Principals' leadership behaviour	Teachers' turnover intention
Principals' leadership behavior	Pearson Correlation	1	.434**
	Sig. (2-tailed)		.000
	N	1138	1138
Teachers' turnover intention	Pearson Correlation	.434**	1
	Sig. (2-tailed)	.000	
	N	1138	1138

**. Correlation is significant at the 0.01 level (2-tailed).

Table 1 shows that that there is a positive, moderate and significant relationship between principals' leadership behaviour and teachers' turnover intention in private secondary schools in Ogun State ($r = .434$, $N = 1138$, $\rho < 0.05$). This implies that principals' leadership behaviour does significantly influence teachers' turnover intention in private secondary schools in Ogun State. Therefore, the hypothesis which states that there is no significant relationship between principals' leadership behaviour and teachers' turnover intention in private secondary schools in Ogun State, Nigeria is rejected.

$H0_2$: Teaching workload has no significant influence on teachers' turnover intention in private secondary schools in Ogun State, Nigeria

Table 2: Influence of teaching workload on teachers' turnover intention in private secondary schools in Ogun State, Nigeria

		Teaching workload	Teachers' turnover intention
Teaching Workload	Pearson Correlation	1	.035
	Sig. (2-tailed)		.235
	N	1138	1136
Teachers' turnover intention	Pearson Correlation	.035	1
	Sig. (2-tailed)	.235	
	N	1136	1136

**. Correlation is significant at the 0.01 level (2-tailed).

The result in Table 2 shows that there is a positive, very weak and non-significant influence of teaching workload on teachers' turnover intention in private secondary schools in Ogun State, Nigeria ($r = .035$, $N = 1138$, $\rho > 0.05$). This implies that teaching workload could only influence teachers' turnover intention to a very low extent, but not statistically significant. Therefore, the hypothesis which states that teaching workload has no significant influence on teachers' turnover intention in private secondary schools in Ogun State, Nigeria is not rejected.

Conclusion

From the results of hypotheses tested it could be concluded that the principals' leadership behaviour, and teaching workload individually and separately influence the turnover intention of teachers in private secondary schools in Ogun State, Nigeria. Where the principals' leadership behaviour is good and attractive, it led to higher positive influence on turnover intention of teachers. It could also be concluded in this study that teaching workload is not a notable determinant of private secondary school teachers' turnover intention in Ogun State, Nigeria

Recommendations

In line with the findings of this study, the following recommendations are adduced:

1. In the appointment of school principals by proprietors and governing board, a process to identify those who have a history of exhibiting interpersonal skills should be included so as to determine the leadership antecedents of who to be the principal.
2. Periodic seminars for school principals should be organised and encouraged by school proprietor to develop their leadership skills and improve on behaviour that would enhance their leadership qualities.
3. School owners should use monetary and non-monetary compensation to motivate their teachers and promote staff development as a strategy to retain them.
4. The school owners through the principal should increase salaries and other incentives received by the teacher to discount the burden of workload in order to reduce their turnover intention but accelerates knowledge development process in the school.

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