THE INFLUENCE OF LEADERSHIP ROLE OF SECONDARY SCHOOL PRINCIPALS ON TEACHERS' JOB PERFORMANCE IN EDO STATE

Aluyor, P and Oshio, L.E
Dept of Vocational and Technical.
Ambrose Alli University, Ekpoma

ABSTRACTS
This study examines the influence of leadership role of secondary school principals on teachers' job performance. One hundred respondents from Esan West in Edo State were used for this study. The instrument used for data collection was questionnaire with twenty items. The validity and reliability of the instrument was ascertained by experts. The data was analyzed using percentages according to the research questions formulated. The results of this study revealed that most principals do not motivate their teachers to enhance their job performance. Some principals do not have good human relationship with their staff which affects effectiveness of teacher performance. In addition some principals do not promote the growth of teachers' programmes. It was therefore recommended that principals should motivate their teachers and should have good human relationship with their teachers. Also, principals should show interest and positive attitude in their teachers' welfare.

INTRODUCTION

Leadership can be described as a dynamic process in a group whereby one individual influences the others to contribute voluntarily to the achievement of group tasks in a given situation. They assume the role of planning, staffing, directing, reporting, coordinating and organizing of several components of the system.

Leadership role of a principal is often conceived of as a blend of supervision, staff development and curriculum development/facilities and school improvement. Some attributes of the principal which constitute instructional leadership include: providing staff development, encouraging risk taking, requiring justification of practices etc. The intimate goal of schooling is learning on the part of the students. What they learn however, depends on the teachers' performance which is a product of many factors, such as their commitment, professional growth, school environment, prevailing culture, teachers' innovativeness etc. All these factors have connections directly or indirectly with the principals' actions or inactions (Reizug, 1997, Blasé , 1999).

Traditionally, principals were expected to set clear goals, allocate resources to instruction, manage the curriculum, monitor lesson plans and evaluate teachers. Principals' responsibility is also to create conditions in the school in which the learners can receive quality instruction. Today's leader is expected to be an individual who is responsible for developing and supporting a collaborative school culture focused on teaching and learning (Green 2001, Kruger 2003, Dipaola & Hoy 2008, Grigsby, Schunacher, Decmanand & Simieou, 2010).

Instructional leadership is any thing leaders do to improve teaching and learning by gathering evidence of students' achievement that demonstrates improvement.

An instructional leader must be prepared to focus on time, attention and effort on changing what students' are taught, how they are taught, and what they are taught or learning, ultimate accountability for students achievement is incumbent upon the instructional leader. Knowing how to work with staff to implement continuous student improvement and knowing how to provide the necessary support for staff to carry out research based on curriculum and instructional practices. (Bottoms and Neil, 2001; King (2002). The most important human resources in the educational institution that enable it to achieve its core mission is the teacher (Kruger and Van, 1997).

The teacher is the full-time classroom practitioner. Teachers are motivated in their work when they feel good. The principal avoids professional myopia when teachers do not work in an uncompromising context. This implies that teachers are motivated when there is a teacher centered approach to educational leadership (Evans, 2001).

This approach is only possible when the principal as an educational leader over and above his/her management role, endeavours to meet as many individual needs as possible and leads the teachers with

considerable care, a positive attitude and interest in their welfare(Evans, 1998). Teachers who are de-motivated often display apathy and indifference to their work, poor time keeping and high absenteeism, lack of cooperation in handling problems and an exaggeration of the effects of difficulties encountered when facing problems. This makes it clear that job satisfaction, teacher motivation and moral vary between schools and among individual teachers depending on work contexts and the principals' role as a leader in the organization (Evans, 1998; Scotts and Dinham, 1999). Obi (2002) noted that to be a successful leader, the principal must give primary attention to the programme of staff improvement which comprises leadership techniques and procedures designed to change the teachers role performance.

There will be a fall in the standard of Education if the school principal can not function to a given level. Thus in order to run the organization successfully, the principal (the leader) could adopt a particular leadership style that can help him in achieving the aims and objectives of the organization. The main objective of this study is to examine the influence of leadership role of secondary school principals on teachers' job performance in Esan west local government area of Edo state.

PURPOSE OF THE STUDY
The purpose of this study includes:
   (i)   To examine the extent to which principals motivate their teachers.
   (ii)   To examine whether principals attitude have positive effect or encourage teachers to achieve the objectives of the school system.
   (iii)   To ascertain to which extent principals promote teachers professional growth in the school.
   (iv)   To examine different methods principals make decisions to their teachers.

RESEARCH QUESTION
   (i)   Do principals motivate teachers in secondary schools?
   (ii)   Do principals' attitude have positive effect on teachers' performance in secondary schools?
   (iii)   Do principals promote teachers' professional growth in secondary schools?
   (iv)   What method does your principal use in taking decision in your school?

METHODOLOGY

Design of the Study
The design for this study was survey design. The opinions of teachers of selected secondary schools were surveyed.
Population of Study
The population for this study is made up of all public and all private secondary school teachers in Esan West Local Government Area of Edo State.
Sample and Sampling Techniques
Five (5) schools (each) were randomly selected from 32 public schools and 23 private schools found in Esan West LGA. Ten (10) teachers were also randomly selected from the ten (10) schools. The sample size was therefore 100 secondary school teachers.
Instrument for Data Collection
The instrument for data collection was a questionnaire with twenty items. The instrument contained instructions to guide the respondents and twenty items to elicit information from the respondents. It was validated by experts in education. Reliability was established using the split – half method. Coefficient of reliability was 0.74.
Data Collection
The questionnaires were distributed to all the teachers of selected schools by field assistants. One hundred copies of the questionnaires were administered and ninety four were retrieved by the field assistants immediately after completion.
Data Analysis
The data obtained were analyzed using simple percentage.

RESULT AND DISCUSSION

The data collected in the course of the study   were analyzed and presented in tables based on the research questions.

Research questions 1: Do principals motivate teachers in secondary schools?

Table 1: Teachers motivation by secondary school principals.

Questions	Response	Frequency	Percentage (%)
Does your principal motivate the staffs?	Yes	31	32.98
	No	63	67.02
Does he ensure that the needs of teachers are taken into consideration?	Yes	68	72.34
	No	26	27.66
Does principal encourage teachers self discipline?	Yes	41	43.62
	No	53	56.38
Does your principal have good human relationship with the staff?	Yes	60	63.83
	No	34	36.17
Do you perform your roles willingly	Yes	34	36.17
	No	60	63.83

Data on table one showed that 32.98% of the population agreed that principals motivate their teachers, 67.02% claimed that their principals do not motivate their teachers. Also, 72.34% agreed that teachers' needs are considered, 27.66% disagreed with this opinion. However, 43.62% indicated that their principals encourage teachers in their secondary schools, 56.38% claimed that principals do not encourage teachers. While 63.83% indicated that their principals have good human relationship with staff, 36.17% claimed that their principals do not have good human relations with their staff. Results also showed that 36.17% agreed that they perform their roles willingly, while 63.83% claimed that they do not perform their roles willingly.

Research question 2: Do principals' attitude have positive effect on teachers' performance in secondary schools?

Table 2: The effect of principals' leadership role on the teachers.

Questions	Response	Frequency	Percentage (%)
Is your principal wicked and selfish	Yes	40	42.55
	No	54	57.45
Is your principal an autocratic leader	Yes	78	82.98
	No	16	17.02
Is there inspiration among staff	Yes	60	63.83
	No	34	36.17
Does your principal's leadership role have positive effect on the teachers performance	Yes	57	60.64
	No	37	39.36
Do you perform your role under tension because of principal's attitude ?	Yes	76	80.85
	No	18	19.15

The Data on table two showed that 42.55% of the population indicated that principals in their schools are wicked and selfish, while 57.45% claimed that their principals are not wicked and selfish. Also, 82.98% claimed that their principals are autocratic leaders, 17.02% indicated that their principals are not autocratic leaders. Also, 63.83% indicated that there is inspiration among staff, but 36.17% disagreed with this opinion. Whereas 60.64% indicated that their principals' leadership role have positive effect on the teachers' performance, 39.36% claimed that principals' leadership role do not have positive effect on the teachers performance. On the whole 80.85% of the teachers claimed that they perform their roles under tension because of principals attitude, yet 19.15% indicated that they do not perform their roles under tension because of principals' attitude.

Research questions 3: Do principals promote teachers' professional growth in secondary schools?

Table 3: Attitude of principals to teachers' professional growth.

Questions	Response	Frequency	Percentage (%)
Does your principal promote teachers professional growth?	Yes	45	47.87
	No	49	52.13
Does your principal allow the teachers to attend conferences?	Yes	48	51.06
	No	46	48.94
Does your principal encourage teachers to further their education	Yes	15	15.96
	No	79	84.04
Does your principal allow full time study leave	Yes	46	48.94
	No	48	51.06
Does your principals' attitude motivate you to work willingly?	Yes	58	61.70
	No	36	38.30

The data showed that 47.87% of the teachers indicated that their principals promote teachers professional growth, while 52.13% claimed that their principals do not promote teachers professional growth. However 51.06% indicated that their principals allow the teachers to attend conferences, yet 48.94% claimed that their principals do not allow the teachers to attend conferences. While 15.96% indicated that principals allowed teachers to further their Education, 84.04% still claimed that their principals do not allow teachers to further their Education. Also 48.94% indicated that their principals were favourably disposed to allow full time study leave, but 51.06% claimed that their principals were not favourably disposed to allow full time study leave. Whereas 61.70% indicated that their principals' attitude motivate them to work willingly, yet 38.30% claimed that their principals' attitude does not motivate them to work willingly.

Research question 4: What method does your principal use in taking decisions in your school?

Table 4: Principals' decision making method and ways of implementation of the decisions

Questions	Response	Frequency	Percentage (%)
Does your principal make decisions and announces them to teachers?	Yes	75	79.79
	No	19	20.21
Does your principal welcome questions	Yes	61	64.89
	No	33	35.11
Does your principal delegate function?	Yes	82	87.23
	No	12	12.77
Is there good human relationship among teachers and your principal?	Yes	63	67.02
	No	31	32.98
Does your principal welcome suggestions from the teacher?	Yes	52	55.32
	No	42	44.68

The table four above shows 79.79% of the respondents signifies that principals' make decisions and announces them to teachers, and 20.21% disagreed with this opinion. While 64.89% claimed that principals in their schools welcome questions, 35.11% claimed that their principals do not welcome questions. Also 87.23% agreed that their principals delegate functions, 12.75% indicated that their principals' do not delegate functions. Whereas 67.02% indicated that there is human relationship among teachers and principals, 32.98% claimed that there is no good human relations among teachers and principals in their schools. However, 55.32% indicated that their principals welcome suggestions from the teachers 44.68% claimed that their principals do not welcome suggestions in their schools.

DISCUSSION

The purpose of this study was to examine the influence of leadership role of secondary school principals on teachers' job. Results from this study have revealed that most principals do not motivate teachers, these results in low level of commitment of teachers to their job. Poor attitude of teachers can result to difficulties in achieving the goals and objective of the school system. Evans (2001) emphasized that principals should motivate their teachers for effective learning/teaching to take place.

Also 82.98% of the teachers revealed that their principals were autocratic leaders, and that their principals' leadership role do not have positive effect on them as teachers while 80.85% agreed that they perform their roles under tension due to their principals attitude. Scott (1999) remarked that the principal as an educational leader should lead the teachers with considerable care with a positive attitude and interest in teachers' welfare.

This study also revealed that most principals do not encourage their teachers to attend conferences, the principals do not promote teachers professional growth, Obi (2002) noted that to be a successful leader, the principal must give primary attention to the programmes of his/her staff. Therefore principals should show interest and motivate his/her teachers in area of promoting the training programme of staff. Also, some principals do not have good human relationship with their teacher while some are autocratic leaders.

This study revealed that most principals do not motivate their teachers, and that due to attitude of some principals, some teachers work under tension. Some principals' attitude do not have positive effect on the job performance of the teachers as the principals were reported to lack good human relationship with their teachers.

CONCLUSION
In conclusion, the findings of the study show that most secondary school principals do not have good relationships with their teachers, and they lack motivation which results to teachers performing their roles under tension instead of willingly and in a good atmosphere. This study also revealed that most principals are autocratic leaders. Most principals do not encourage their teachers to perform their roles effectively. A situation where teachers are not encouraged and motivated can result to poor performance of teachers which can affect the attainment of the objectives and goals of education.

RECOMMENDATIONS
In view of the findings of this study, the following recommendations are made:
(1)   The principal as an educational leader should motivate teachers for the purpose of achieving educational objective and goals.
(2)   The principals should establish good human relationship between him/her and the teacher. This will enable the teachers to work willingly without working under tension.
(3)   The principals should promote the training programme of the staff and lead the teacher with considerable care showing positive attitudes and interest in the teachers' welfare.

REFERENCES
Blasé J (1999). Principals Instructional Leadership and Teacher Development: Teachers Perspective. *Educational administration quarterly* 35(3) 349 – 378.

Bottoms G. and O. Neill, K., (2001) Preparing a New Breed of School Principals. It's Time for Action. Atlanta, G.A.; Southern Regional Education Board.

Dipaola, M.F. & Hoy, W.K. (2008). Principal Improving Instruction Supervision. Evaluation and Professional Development. Pearson Educational, Inc, Boston USA.

Evans .L. (1998). Teachers Morale, Job Satisfaction and Motivation. P Chapman Publisher, London, 196.

Evan I.(2001). Delving Deeper into Morale Job Satisfaction and Motivation Among Education Professionals. Re- Examining the Leadership Dimension. *Educational Management Administration Leadership*. 29(3) 291 – 306.

Grigsby B. Schunacher G.m Decman J., Simieou F, (2010). A Principal's Dilemma: Instructional Leader or Manager. *Academic Leadership*. 8(3).

Green, R.L. (2010). The four Dimensions of Principal Leadership, A framework for leading 21st century schools. Allyn & Bacon, Boston, MA: 215.

King, D. (2002). The Changing Shape of Leadership. *Educational leadership*. 59(8)61 – 63.

Kruger G & Van Schalkwyk, O. (1997). Classroom Management, Pretoria: Van Schalk publishers.

Kruger A.G. (2003) Instructional Leadership. The Impact on the Culture of Teaching and Learning in Two Effective Secondary School. *South African Journal of Education*. 23(3), 206 – 211.

Obi, E. 2002. "Motivation and Organisational Behaviour", (18-25) in A. N. Ndu, L. O. Ocho and B. S. Okeke (eds.), Dynamics of Educational Administration and Management: The Nigerian Perspective. Meks Publishers Ltd. Onitsha

Reizug U.C. (1997). Leadership Images of Principal Instructional Supervision from Collaborative Inquiry. *Journal of curriculum and supervision*. 12:324–343.

Scott C.S. and Dinham, S. 1999, The Occupational Motivation, Satisfaction and Health of English School Teachers. *Educational psychology*. 19(3) 287 – 308.