INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON TEACHERS' PRODUCTIVITY IN PUBLIC SECONDARY SCHOOLS AWKA SOUTH LOCAL GOVERNMENT OF ANAMBRA STATE.

Prof. Emmanuel Chidubem Asiegbu; Dr. Chimauche Mary Emmasiegbu; Chigozie Michael Emeh
ec.asiegbu@unizik.edu.ng; cm.emmasiegbu@unizik.edu.ng;
08038683562; 08065234255; 07031510602
Department of Educational Management & Policy Nnamdi
Azikiwe University, Awka.

Abstract

The study adopted survey research design. The population of the study was made up of 635 teachers in the 19 public secondary schools in Awka South LGA. The sample of the study consisted of 254 secondary school teachers drawn from 8 selected secondary schools in Awka South LGA, through a simple randomly sampling technique. The instrument used for data collection was a structured questionnaire on a four alternative response columns indicating the levels of agreement; Strongly Agreed (SA), Agreed (A), Disagree (D) and Strongly Disagree (SD). The instrument was subjected to face validation by three experts. The reliability was established using test retest method, tested using the Pearson Product Moment Correlation Coefficient. A high value of 0.85 was obtained showing that the instrument was reliable. The questionnaire was administered to the 254 sampled secondary school teachers in the 8 selected schools in Awka South LGA by the researcher and two research assistants. The research questions were answered and the data collected were analyzed using Arithmetic mean score based on a four (4) point scale of Strongly Agreed (SA)=4, Agree (A)=3, Disagree (D)=2 and Strongly Disagree (SD)=1. Thus, in answering the research questions, any item with a mean score of 2.5 and above is regarded as positive which is accepted, while any item with a mean score below 2.5 is regarded as negative and is not accepted. The findings among others showed that both principals' instructional and transformational leadership styles significantly influence productivity of teaching staff in public secondary schools in Awka South LGA, Anambra State. Recommendations made were to; implement comprehensive professional development programs for principals in Awka South, focusing on the principles and practices of transformational leadership, including vision articulation, inspirational motivation, intellectual stimulation, and individualized consideration.

Keywords: Principals' Leadership Styles, Teachers' Productivity, Public Secondary Schools.

Introduction

In Nigeria, education is a gigantic industry that has been recognized, literally as it is not just for national development but also a source in which every individual can realize their personal goals and aspirations. The secondary education is the education given to children of aged 13-16 years (Babalola, 2020). The major objective of secondary education are to train students for the sound abilities in reflective, scientific and critical thinking to become useful citizens.

The vision of every society in modern times is that education can be used as a tool for social change. Alongside the above statement, Chandan, (2019) is of the belief that no nation can fully develop without paying proper attention to the education of its citizenry, since education is considered to e the bedrock of all facets of any development. In other words if a country desires to bring about a new philosophy, a new orientation, a new social order or a new thinking pattern, the vehicle of effecting that change is education. To effect a desired change, such country must undertake

modification in the leadership style of school principals in other to improve students learning objectives.

A lot of Authors had defined leadership as an influence of the leader on the followers. According to Lumsdon (2019), Leadership is the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives. This definition, provided by Lumsdon emphasizes leadership as a dynamic process of influence. It highlights two key aspects: first, the cognitive alignment of followers regarding goals and methods, and second, the active facilitation of their efforts. Lumsdon's perspective underscores the collaborative and goal-oriented nature of effective leadership, moving beyond a simple command-and-control model to one that involves shared understanding and collective action.

Moreover, leadership is the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members." (Mohammed, Yusuf, Sanni, Ifeyinwa, Batiore, & Kazeem, 2020). Leadership is also the art of mobilizing others to want to struggle for shared aspirations." (Fairhurst, & UhlBien, 2019). This definition moves beyond mere compliance, emphasizing the leader's role in inspiring a collective desire to overcome challenges and achieve a common, often ambitious, vision as seen in secondary school. In the context of this study, leadership is conceived as the ability of an individual to influence and motivate others to contribute to the growth and development of the organization.

In secondary school, the principal is the leader who coordinates; keeps balance and ensure the harmonious development of the whole institution by molding traditions for organizational goal achievement. This is achievable with respect to the leadership style adopted by the school leader. Leadership style is the behaviour used by the leader (principal) to influence or motivate the activities of a group (staff) towards goal achievement. It has great influence on the performance of teaching staff as well as students' performance (Batiore and Kazeem, 2021). According to Luthans, (2020), Effective leadership in an organization has been widely noted as a factor that makes a difference between achievers and non-achievers in institutional objectives. In many ways, the principal is the most influential individual in the school. It is the principal's leadership style, communication skill and decision making that sets the tone of the school.

There are different dimensions of leadership style such as; charismatic leadership style, autocratic leadership style, transformational leadership style, instructional leadership style, transactional leadership style and many others (Pradana, 2018). This study however, focuses on instructional leadership style and transformational leadership style. The reason for these choices is that productivity is the mark of great institutions and the school principal is in the position to transform teachers to achieve this great feat.

Instructional leadership in school is generally defined as the management of curriculum and instruction by a school principal. This term appeared as a result of research associated with the effective school movement, which revealed that the key to running successful schools lies in the principal's role as an instructional leader. Instructional leadership emphasizes the leader's role as a pedagogical expert and a champion for effective teaching. It requires a deep understanding of educational theory and practice, as well as the ability to collaborate with and empower teachers. Its effectiveness is measured by improvements in student achievement and the professional growth of the teaching staff. Research, such as that of (Pradana, 2018) asserts that instructional leadership style by the principal affects teaching and learning process positively and consequently leads to high students' performance.

ransformational leadership is a style in which leaders inspire and motivate followers to achieve extraordinary outcomes, often by appealing to their higher ideals and values. This style goes

beyond simply managing tasks; it focuses on transforming individuals and organizations by fostering a shared vision, intellectual stimulation, and individualized consideration. This is a theory of leadership where a leader works with teams or followers beyond their immediate self-interest to identify needed change. The leader creates vision to guide intended changes through influence and inspiration. He executes the change in tandem with committed members of his group; this change in self-interest elevates the follower's levels of maturity and ideas, as well as their concerns for the achievement. 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 (Kashyap, & Rangnekar, 2019).

Operationally, the researchers defined leadership style as the method or way used by the leader towards influencing the decision of the subordinate, maintaining adequate performance and actualizing organizational goals. It is also the entire process of influencing others to work willingly together on a related task, in order to improve the productivity of the work force. Productivity could be described as an act of accomplishing or executing a given task (Okunola, 2020). Teacher's productivity involves all the activities carried out by the teacher to achieve the desired effects on the students. It involves the extent to which the teacher participates in the overall running of the school in order to achieve the expected objectives and goals of the school.

The relationship between principal's leadership style and teaching staff productivity has been a subject of controversy by many researchers. The controversy was centered on whether or not the style of leadership of principal's influence the level of productivity of teaching staff and the ability of the teachers to render cooperate effort willingly to achieve the goals and objectives of the school. It has been observed by one of the researchers who was a student-teacher in Awka south, that there is laxity on the part of the teachers in their professional role in Awka South Local Government Area. Many teachers are merely staying on the job to look for a better job outside. The constant cases of absenteeism, persistent lateness to school, irregular and unauthorized movement from duty post and other forms of indiscipline as the researcher observed during his few months of internship (teaching practice) at Capital City Secondary School, Awka South Local Government Area of Anambra State constitute problem to the attainment of educational goals in secondary schools. Is it possible that this series of problem which the school is facing lies in the leadership style of the school heads? Studies like that of (Lumsdon, 2019) have proved that success and failure in the school system depends on the principals' effectiveness that manifests in his ability to plan, organize, direct, coordinate and control the activities of the school system to achieve goals and objectives. This study therefore, determines to find out the influence of principals' leadership style on teachers' productivity in Awka South Local Government Area of Anambra State.

Purpose of the study

The main purpose of this study is to find out the influence of principal's leadership styles on teachers' productivity in public secondary schools in Awka South Local Government of Anambra State. Specifically, the study intends to:

1. Determine the influence of principals' instructional leadership styles on teachers' productivity
2. Investigate the influence of principals' transformational leadership styles on teachers' productivity

Research Questions

The following research questions guided the study:

1. What is the influence of principals' instructional leadership style on teachers' productivity in public secondary schools in Awka South Local Government Area of Anambra State?

2. What is the influence of principals' transformational leadership style on teachers' productivity in public secondary schools in Awka South Local Government Area of Anambra State?

Methods

The study adopted survey research design. This study was carried out in public secondary schools in Awka South Local Government Area of Anambra State. The population of the study is made up of 635 teachers in the 19 public secondary schools in Awka South Local Government Area of Anambra State (Post Primary School Commission, 2025). The sample of the study consisted of 254 secondary school teachers drawn from 8 selected secondary schools in Awka South LGA of Anambra State, through a simple randomly sampling technique. This figure represents 40 percent of the population of teachers (634). The choice of 40% is in line with Nwankwo (2020), who stated that when the population is large, the choice of a lower percentage becomes necessary in other to have a meaningful sample size. The instrument used for data collection was a structured questionnaire which was designed and developed by the researcher, titled "Influence of Principals' Leadership Style on Teacher's Productivity Questionnaire" (IPLSTPQ). Section A had three items while section B had fifteen items structured on four alternative response options; Strongly Agreed (SA), Agreed (A), Disagree (D) and Strongly Disagree (SD). The Instrument was subjected to face validation by three experts. The reliability was established using test retest methed using the Pearson Product Moment Correlation Coefficient. A high value of 0.85 was obtained showing that the instrument was reliable. The questionnaire was administered to the 254 sampled secondary school teachers in the 19 schools in Awka South Local Government Area by the researcher and two research assistants. 241 copies of the instrument representing 95% of the questionnaire distributed was successfully collected and used for analysis. The research questions were answered and the data collected was analyzed using Arithmetic mean score based on a four (4) point scale of strongly agreed (SA) =4, agree(A)=3, disagree (D)=2 and strongly disagree (SD)=1 Thus, in answering the research questions, any item with a mean score of 2.5 and above is regarded as positive which is accepted, while any item with a mean score below 2.5 is regarded as negative and is not accepted.

Results

Research Question 1: What is the influence of principals' instructional leadership style on teachers' productivity in public secondary schools in Awka South Local Government Area of Anambra State?

Table 1: Mean rating on the influence of principals' instructional leadership style on teachers' productivity in public secondary schools.

S/N	The influence of principals' instructional leadership style on teachers' productivity	X	Remark
1	A principal who actively engages in instructional leadership provides guidance for teachers in developing and implementing effective curricula	3.5	Agreed
2	Instructional leaders prioritize the continuous professional development of their teaching staff.	2.55	Agreed
3	Effective instructional leaders provide regular feedback to teachers on their performance, focusing on instructional effectiveness	3.45	Agreed
4	An instructional leader fosters a culture of collaboration among teachers by encouraging them to share ideas and best practices	2.97	Agreed
5	A principal with a strong instructional leadership style ensures that teachers have access to the necessary resources to effectively carry out their duties.	3	Agreed
6	An instructional leader inspires and fosters a positive and supportive work environment.	2.88	Agreed

Grand Mean	3.05	Agreed

Data in Table 1 Represented the mean responses on the influence of principal's instructional leadership style on productivity of teaching staff in public secondary schools in Awka South Local Government. From the mean responses, all items were accepted because they were above the average mean of 2.5. This implies that there are influences of principal's instructional leadership style on productivity of teaching staff in public secondary schools. The grand mean resulted to 3.05 which is above the average mean which indicates that principals' instructional leadership style significantly influence productivity of teaching staff in public secondary schools in Awka South Local Government Area of Anambra State

Research Question 2: What is the influence of principals' transformational leadership style on teachers' productivity in public secondary schools in Awka South Local Government Area of Anambra State

Table 2: Mean rating on the influence of principals' transformational leadership style on teachers' productivity in public secondary schools

S/N	The influence of principals' transformational leadership style on teachers' productivity	X	Remark
7	Transformational leaders inspire teachers to transcend their self-interest for the good of the school, leading to a stronger sense of purpose.	3.45	Agreed
8	Transformational principals act as mentors, encouraging teachers to continuously develop their skills and knowledge.	2.8	Agreed
9	Transformational leadership encourages open communication and a sense of collective responsibility among the teaching staff.	3.67	Agreed
10	Transformational leaders pay attention to the unique needs and strengths of each teacher	2.95	Agreed
11	Transformational principals contribute to higher levels of job satisfaction among teaching staff.	2.88	Agreed
12	Transformational leadership inspires teachers to engage in behaviors that go beyond their formal job descriptions in school-wide initiatives	3.86	Agreed
	Grand Mean	3.26	Agreed

Data in Table 2 represented the mean responses on influence of principal's transformational leadership style on productivity of teaching staff in public secondary schools in Awka South Local Government Area. From the mean responses all items were accepted because they were above the average mean of 2.5. This implies that there are influences of principals' transformational leadership style on productivity of teaching staff in public secondary schools. The grand mean is 3.26 which is above the average mean. This result gives an indication that principals' transformational leadership style majorly influences productivity of teaching staff in public secondary schools in Awka South Local Government Area of Anambra
State.

Discussion of Findings

Influence of principals' instructional leadership style on teachers' productivity in public secondary schools in Awka South Local Government Area of Anambra State

The findings of the study based on the items reveals that principals' instructional leadership style significantly influence productivity of teaching staff in public secondary schools in Awka South Local Government Area of Anambra State. In-line with this findings, Mashal, (2018) noted that When principals articulate a compelling vision for student achievement and communicate high standards for teaching practice, teachers are provided with a sense of direction and purpose. The opinion of Mashal (2018) agrees with the findings of this study because it emphasized that a principal with a compelling vision like an instructional principal gives teachers a sense of direction and high standards for teaching practice. The Findings of the study also reveals that a principal who actively engages in instructional leadership provides guidance for teachers in developing and implementing effective curricula and the principal prioritizes the continuous professional development of their teaching staff. Effective instructional leaders provide regular feedback to teachers on their performance, focusing on instructional effectiveness and an instructional leader fosters a culture of collaboration among teachers by encouraging them to share ideas and best practices. Furthermore, a principal with a strong instructional leadership style ensures that teachers have access to the necessary resources to effectively carry out their duties. An instructional leader inspires and fosters a positive and supportive work environment.

Influence of principals' transformational leadership style on teachers' productivity in public secondary schools in Awka South Local Government Area of Anambra State

The Findings of this study shows that transformational leaders inspire teachers to transcend their self-interest for the good of the school, leading to a stronger sense of purpose and they act as mentors, encouraging teachers to continuously develop their skills and knowledge. Transformational leadership encourages open communication and a sense of collective responsibility among the teaching staff and they pay attention to the unique needs and strengths of each teacher. Additionally, transformational principals contribute to higher levels of job satisfaction among teaching staff; they equally inspire teachers to engage in behaviors that go beyond their formal job descriptions in school-wide initiatives. The findings of the study based on the items reveals that principals' transformational leadership style majorly influences productivity of teaching staff in public secondary schools in Awka South Local Government Area of Anambra State. Principals with transformational leadership style challenge the status quo, encouraging teachers to question assumptions and explore new approaches to instruction (Moran and Gareis, 2019). This agrees with the findings of this study as it emphasized that transformational principals compel teachers to go beyond a limited performance expectation, and enable teachers to explore new approaches to instruction.

Conclusion

Evidence strongly suggests that the leadership style adopted by principals in public secondary schools within the Awka South Local Government Area of Anambra State is a pivotal determinant of teachers' productivity. While a blend of styles may be effective depending on specific circumstances, transformational and instructional leadership with their emphasis on inspiration, empowerment, and intellectual stimulation, appears to be the most conducive to fostering high levels of teacher engagement, satisfaction, and ultimately, productivity. Recognizing and cultivating effective leadership practices among principals is therefore paramount for enhancing the quality of education in the region.

Recommendations

The result of this study shows that principals' leadership style affects teachers' productivity and ultimately the learning outcome of students. In view of the findings, the researcher made the following recommendations.

1. Promote Transformational Leadership Training: Implement comprehensive professional development programs for principals in Awka South, focusing on the principles and practices of transformational leadership, including vision articulation, inspirational motivation, intellectual stimulation, and individualized consideration.
2. Foster Participatory Decision-Making: Encourage principals to adopt more democratic leadership approaches by involving teachers in key decision-making processes related to curriculum development, school policies, and professional development initiatives, thereby enhancing teacher ownership and commitment.
3. Establish Clear Performance Expectations with Support: While setting clear performance expectations (a transactional element), principals should also provide adequate resources, ongoing feedback, and opportunities for professional growth to support teachers in meeting and exceeding these expectations, moving beyond mere compliance

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