

INFLUENCE OF PRINCIPALS' LEADERSHIP BEHAVIOUR ON TEACHERS' PRODUCTIVITY: IMPERATIVE FOR NATIONAL SECURITY

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Abstract

This study investigated the influence of principals' leadership behaviour on teachers' productivity in secondary schools in Ebonyi state. Two research questions guided the study, while two hypotheses were formulated and tested at 005 level of significance. Survey research design was used for the study. The population for the study comprised all the 319 principals and 4,360 teachers in the state-owned secondary schools in Ebonyi state. A sample of 414 principals and teachers (32 principals and 382 teachers) was used for the study. The instrument for data collection was a structured researcher-developed questionnaire comprising 16 items which were divided into two clusters according to the two research questions. The instrument was validated by three experts. The reliability of the instrument was ascertained using Cronbach alpha reliability coefficient formula. The result of the reliability showed that the overall reliability coefficient of the instrument was 0.75, indicating that the instrument was reliable and suitable for use. The research questions were answered with mean and standard deviation while the hypotheses were tested with t-test. From the results of data analyses, it was found among others that the extent to which aloofness as principals' leadership behaviour influence teachers' productivity in secondary schools in Ebonyi state was low. It was recommended among others that principals should be encouraged to avoid aloofness in dealing with their subordinates.

Keywords: Leadership behaviour, Aloofness, Production emphasis, Productivity.

Introduction

The development of a nation is primarily dependent on the nature of education system available in that nation. Education is the catalyst that propels the development of a nation. According to Chidobi and Okenwa (2015), education ensures all round security for a person and society in general. Education ensures functional security because with education an individual's inherent potentials are exposed and utilized for the individual's full participation in building up his or her immediate society. With education, economic, political, social, good health etc. security are assured. Education ensures national security. This has to do with the advancement and improvement of educational opportunities available to individuals thereby boosting better health, income and improved quality of life through quality education.

Teachers and principals, among staff, are very important in the educational system. A teacher (also called a schoolteacher or, in some contexts, an educator) is a person who helps others to acquire knowledge, competences or values. Bello, Ibi and Bukar (2016) defined principalship

as a critical management skill involving the ability to encourage group of people towards common goal. At the secondary school level, therefore, a principal is a senior staff who is charged with the responsibility for managing, coordinating and directing the running of the school. The principal's roles include providing effective managerial skills and styles in the art and science of administering secondary schools, thereby enhancing better job performance among teachers that could enhance students' academic performance.

Teachers are crucial to ensuring an effective education. Hence, for education to be effective, teachers have to be productive. This is because the input of teachers in the learning process is indispensable. Teachers' productivity is related to teachers' effectiveness (Raza, 2010). It is said that good performance of students depends upon effective teaching by teachers. As professionals, teachers need to be appropriate role models and exhibit to their students a commitment to scholarly values and to life-long learning (Raza, 2010). However, some factors are known to influence the productivity of teachers.

One factor that might influence teachers' productivity is the principal's leadership behaviour. Principals can encourage effective performance of their teachers by identifying their needs and try to meet them (Adeyemi, 2010). This encouragement is very much dependent on various aspects of the principal's leadership behaviour. Teacher's behaviour too plays a role in the teacher's productivity. Teachers are arguably the most important group of professionals for nation's future. Without the teacher, the education system will be crippled. The increased importance in teachers' productivity has made it extremely important to identify the factors that influence teachers' productivity.

Productivity is referred to as an act of accomplishing or executing a given task (Griffin, 2012). Teacher productivity is defined as duties performed by a teacher at a particular period in the school system in achieving organizational goals (Oluremi, 2008). Teacher productivity could be linked to teachers' job satisfaction and job attitudes such as job commitment, feelings of job challenge, job meaningfulness and job responsibility (Cheng, 2002). When a teacher is satisfied, his productivity might increase. He tends to be more committed to work. Teachers' productivity is important in order to ensure the quality of teaching and instruction taking place at school. There are few factors contributing to low level of teachers' productivity such as inadequate pay, poor career structure, lack of promotion opportunities, poor school facilities, inadequate school disciplinary policy, principal's leadership behaviour, students' poor work attitudes and teachers' behaviour (George, Louw & Bandenhorst, 2008). However, this study focuses on principals' leadership behaviour as one of the factors that influence teachers' productivity.

The four dimensions of principals' leadership behaviour are aloofness, production emphasis, thrust and consideration (Haplin, 2007). This study, however, will be limited to the first two. According to Haplin (2007), aloofness is defined as principals' behaviour in keeping a social distance from the teachers, by practicing excessive rules and regulations. It indicates that there are some principals who do not possess people-oriented behaviour and tend to be seen as unfriendly. For this type of principals, they normally focus more on the task rather than connecting their emotions and feelings when interacting with the school community. Raza (2010) observed that the

main reason for some principals' choice of keeping to themselves at distance from teachers and avoid intimating with them is because they are very strict about the rules and regulations of the school. In return, they also expect the teachers to obey them strictly.

Nevertheless, a majority of teachers generally does not prefer a principal with autocratic leadership behaviour because it is difficult for them to communicate about any school issues and concerns with them (Raza, 2010). Therefore, aloofness is considered as one of the important factors, which may contribute to the level of productivity of teachers.

Another aspect of principals' leadership behaviour that may affect teachers' productivity is the production emphasis. Haplin (2007) stated that the principals' autocratic and controlling behaviour may influence the productivity of teachers. The common outcome of this behaviour usually results in negative thought among the school community, including teachers. In contrast, from the principals' view, they think that the teachers will be able to increase their performance and demonstrate a good work when pressure and tension is imposed on them (Raza, 2010). This type of behaviour, in the opinion of Paisey in Selamat and Samsu (2013) will affect the organizational climate of the school as well as productivity of teachers. However, Paisey agreed with the notion and argued that if there is no action taken on production, there is a possibility that the staff may not be concerned about their work and the importance of accomplishing the organization's vision and mission.

Furthermore, principals' leadership behaviour has been seen to be impacting on teachers' productivity. Although numerous studies have been conducted on teachers' productivity, past researches have not focused on the influence of principals' leadership behaviours on teachers' productivity. When not checked, the productivity of teachers may impact negatively on the performance of students. The contemporary poor results of students in WASSCE and NECO examinations suggest that several factors, including teachers' productivity, should be examined (Nwakpa, 2015). The poor performance of students in examinations may suggest that teachers' productivity is deteriorating. This seems to be affecting teaching and learning process as well as other activities in school. When the productivity of teachers is poor, there may be a poor commitment towards molding students' character as well as preparing them to become productive and responsible citizens. This situation may, in the future, impair on national security. This explains the need to determine the influence of principals' leadership behaviour on teachers' productivity in secondary schools in Ebonyi state, Nigeria. The gap that this study intends to fill, therefore, is to investigate those factors that enhance teachers' productivity with particular reference to aloofness and production emphasis. This is important in order to improve students' academic performance and national security.

Purpose of the Study

The main purpose of the study was to investigate the influence of principals' leadership behaviour on teachers' productivity in secondary schools in Ebonyi state. specifically, the study sought to:

1. ascertain the extent to which aloofness as principals' leadership behaviour influences teachers' productivity in secondary schools in Ebonyi state.

2. determine the extent to which production emphasis as principals' leadership behaviour influences teachers' productivity in secondary schools in Ebonyi state.

Research Questions

The following research questions guided the study:

1. to what extent does aloofness as principals' leadership behaviour influence teachers' productivity in secondary schools in Ebonyi state?
2. to what extent does production emphasis as principals' leadership behaviour influence teachers' productivity in secondary schools in Ebonyi state?

Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance:

- H₀₁: There is no significant difference between the mean ratings of principals and teachers of secondary schools in Ebonyi state on the extent to which aloofness as principals' leadership behaviour influences teachers' productivity.
- H₀₂: There is no significant difference between the mean ratings of principals and teachers of secondary schools in Ebonyi state on the extent to which production emphasis as principals' leadership behaviour influence teachers' productivity.

Methodology

Survey research design was used for the study. A survey design, according to Nwogu (2006), is a design where peculiar characters of a known or identified population are studied through a sample, which is deemed to be representative of the population. Following this definition, the study used a representative sample to determine the opinions of principals and teachers on the influence of principals' leadership behaviour on teachers' productivity.

A sample of 414 principals and teachers (32 principals and 382 teachers) in Ebonyi state was used for the study. Using the Yaro Yemane formula, 382 teachers were calculated from the population of 4,360 (Ebonyi State Secondary Education Board, 2021). To make up this number, 128 teachers were randomly drawn from state-owned secondary schools in each of the three education zones in Ebonyi state. Sixteen teachers were randomly selected from eight secondary schools in each of the zones. Out of the 319 principals, proportionate random sampling was used to sample 10% of the population size. This yielded a sample size of 32.

The instrument for data collection was a structured researcher-developed questionnaire comprising 16 items which are divided into two clusters according to the two research questions. The instrument consisted of an introductory letter and two other sections: Section 1 presented a description of the respondents and response options while Section 2 consisted of the questionnaire items. The instrument has a four-point rating scale of: Very High Extent (VHE) = 4 points, High Extent (HE) = 3 points, Low Extent (LE) = 2 points, and Very Low Extent (VLE) = 1 point.

The instrument was validated by three experts. The validators were one expert in Measurement and Evaluation and two in Educational Management. After validation, the

comments, corrections and recommendations of the validators were considered by the researcher in developing the final draft.

The reliability of the instrument was ascertained using Cronbach alpha's reliability coefficient formula. The instrument was administered to 10 teachers and 5 principals in Enugu state. Enugu state was chosen for this test because it is outside the area of the study. The result of the reliability test shows 0.68 and 0.71 for clusters A and B respectively. The overall reliability coefficient was 0.75 indicating that the instrument was highly reliable.

The research questions were answered with mean and standard deviation, while the hypotheses were tested with t-test. All the analyses were done with the Statistical Package for Social Sciences (SPSS). The decision rule for interpreting the results was based on the values of the calculated means. Responses on each of the research questions were considered high and accepted when the mean is 2.50 and above, and low and rejected when less than 2.50. The null hypotheses were rejected when the significance values were less than 0.05, but were not rejected when greater than 0.05.

Research Question 1: To what extent does aloofness as principals' leadership behaviour influence teachers' productivity in secondary schools in Ebonyi state?

Table 1: Mean Rating of Principals and Teachers on the Extent to which Aloofness as Principals' Leadership Behaviour Influence Teachers' Productivity in Secondary Schools in Ebonyi State.

N=414

10		rincipals			Teachers		
S/N	To what extent does the following influence teachers' productivity.	X	STD	Dec.	X	STD	Dec.
1	Degree of formality.	2.28	1.28	LE	2.41	1.11	LE
2	Having tight meeting agenda.	2.84	0.99	HE	2.37	1.12	LE
3	Holding of meetings.	2.72	1.25	HE	2.41	1.10	LE
4	Establishing firm rules for teachers.	2.53	1.24	HE	2.37	1.13	LE
5	Withholding results.	2.31	1.12	LE	2.41	1.14	LE
6	Classroom visits by principals.	2.59	1.13	HE	2.42	1.19	LE
7	Punctuality of principals.	2.63	1.16	HE	2.45	1.12	LE
8	Compassion.	2.13	1.10	LE	2.45	1.15	LE
9	Firmness.	2.38	1.18	LE	2.40	1.13	LE
10	Delegation of duty.	2.75	1.02	HE	2.42	1.15	LE
	Grand Mean	2.52	1.15	HE	2.41	1.13	LE

Table 1 shows the data analysis of the extent to which aloofness as principals' leadership behaviour influences teachers' productivity in secondary schools in Ebonyi state. The analysis shows that the mean ratings of the principals range from 2.13 to 2.84 with a grand mean of 2.52 and standard deviation of 1.15. Items 2,3,4,6,7 and 10 means are above the benchmark of 2.50 indicating that aloofness influences teachers' productivity to a high extent, other items are below the 2.50 benchmark showing that principals' aloofness influences teachers' productivity in secondary schools in Ebonyi state to a low extent.

On the other hand, the analysis shows that the teachers' means range from 2.37 to 2.45 with a grand mean of 2.41 and standard deviation of 1.13. All the means are below the acceptable benchmark of 2.50. In other words, teachers' means indicate that aloofness influences teachers' productivity to a low extent.

Research Question 2: To what extent does production emphasis as principals' leadership behaviour influence teachers' productivity in secondary schools in Ebonyi state?

Table 2: Mean Ratings of Principals and Teachers on the extent to which Production Emphasis as Principals' Leadership Behaviour Influences Teachers' Productivity in Secondary Schools in Ebonyi state.

S/N	To what extent does the following influence teachers' productivity?	Principals			Teachers		
		X	STD	Dec.	X	STD	Dec.
11	Degree of active supervision.	2.63	1.07	HE	2.54	1.14	HE
12	Degree of assertiveness in the supervisory role.	2.14	1.19	LE	2.54	1.11	HE
13	Scheduling teachers' work.	2.63	1.16	HE	2.55	1.14	HE
14	Correcting teachers' mistakes.	2.28	1.05	LE	2.77	1.15	HE
15	Seeing to it that teachers' work hard.	2.34	1.10	LE	2.62	1.17	HE
16	Evaluating the implementation of curriculum programmes.	2.13	1.18	LE	2.63	1.15	HE
	Grand Mean	2.40	1.12	LE	2.61	1.14	HE

Table 2 shows the extent to which production emphasis influences teachers' productivity in secondary schools in Ebonyi state. It shows that the principals' mean ratings range from 2.13 to 2.63 with grand mean of 2.40 and standard deviation of 1.12 in exception of items 11 and 13 whose means are above the acceptable 2.50 benchmark indicating high extent, other items are below the acceptable benchmark of 2.50 showing that principals' production emphasis influences teachers' productivity to a low extent.

On the other hand, teachers' means range from 2.54 to 2.77 with a grand mean of 2.61 and standard deviation of 1.14. All the teachers' means are above the acceptable 2.50 benchmark indicating that principals' production emphasis influences teachers' productivity to a high extent. **Hypothesis 1:** There is no significant difference between the mean rating of principals and teachers of secondary schools in Ebonyi state on the extent to which aloofness as principals' leadership behaviour influences teachers' productivity.

Table 3: t-test on the difference between the mean ratings of principals and teachers of secondary schools in Ebonyi state on the extent to which aloofness as principals' leadership behaviour influences teachers' productivity.

Group	N	Mean	STD	t-cal	df	Sig.	Dec.
Principals	32	2.51	.32				Accept
				1.459	412	.145	HO
Teachers	382	2.41	.40				

Table 3 shows that the t-value for the difference in mean ratings of principals and teachers of secondary schools in Ebonyi state on the extent to which aloofness as principals' leadership behaviour influences teachers' productivity is 1.459. This is not significant at 0.145 level of significance at 412 degree of freedom (since 0.145 is greater than 0.05). The null hypothesis is therefore accepted as stated, indicating that there is no significant difference in the mean scores of principals and teachers of secondary schools in Ebonyi state on the extent to which aloofness as principals' leadership behaviour influences teachers' productivity.

Hypothesis 2: There is no significant difference between the mean ratings of principals and teachers of secondary schools in Ebonyi state on the extent to which production emphasis as principals' leadership behaviour influences productivity.

Table 4: t-test on the difference between the mean ratings of principals and teachers of secondary schools in Ebonyi state on the extent to which production emphasis as principals' leadership behaviour influences teachers' productivity.

Group	N	Mean	STD	t-cal	df	Sig.	Dec.
Principals	32	2.40	.50				Reject
				-2.197	412	.029	HO
Teachers	382	2.61	.51				

Table 4 shows that the t-value for the difference in mean ratings of principals and teachers of secondary schools in Ebonyi state on the extent to which production emphasis as principals' leadership behaviour influences teachers' productivity is -2.197. This is significant at 412 degree

of freedom (since 0.029 is less than 0.05). The null hypothesis is therefore rejected, indicating that there is significant difference between the mean ratings of principals and teachers of secondary schools in Ebonyi state on the extent to which production emphasis as principals' leadership behaviour influences teachers' productivity.

Discussion of Findings

The results on the extent to which aloofness as principals' leadership behaviour influences teachers' productivity in secondary schools in Ebonyi state indicated that aloofness influences teachers' productivity to a high extent. This showed that aloofness of the principal influences their productivity to a low extent. The test of hypothesis indicated that there was significant difference between the mean ratings of principals and teachers. This means that principals are more inclined to aloofness as a means of improving teachers' productivity. This finding is in line with Raza (2010) who submitted that majority of teachers generally do not prefer a principal with autocratic leadership behaviour because it is difficult for them to communicate about any school issues and concerns with them. Haplin (2007) further justified this finding by asserting that there are some principals who do not possess people-oriented behaviour and tend to be seen as unfriendly. Such perception could hinder a positive relationship between the principals and the teachers and consequently affect teachers' productivity.

Consequently, when principals' aloofness impede on teachers' productivity, their commitment to duty may decline, thereby negatively affecting the students. Students who are not given proper education may pose a threat to national security in the future. This is because unproductive teachers may not instill the necessary discipline and guidance needed to properly mould the characters of these young citizens.

The result also indicated that production emphasis as principals' leadership behaviour influences teachers' productivity in secondary schools in Ebonyi state. The test of null hypothesis revealed that there was significant difference between the mean ratings of principals and teachers of secondary schools in Ebonyi state on the extent to which production emphasis as principals' leadership behaviour influences teachers' productivity. The teachers' mean rating was higher than the principals', indicating that teachers were more in support of production emphasis than principals. Raza (2010) concurred with this finding and asserted that from the principals' view, they think that the staff will be able to increase their performance and demonstrate a good work when pressure and tension are imposed on them. Selamat and Samsu (2013) agreed with the notion and argued that if there is no action taken on production, there is possibility that the staff may not be concerned about their work and the importance of accomplishing the organization's vision and mission. However, the findings contradict the submission of Haplin (2007) that common outcome of this behaviour (production emphasis) usually resulted in negative thought among the members of school community. With production emphasis, principals will succeed in ensuring that all hands are always on deck in achieving the laid out educational objectives. When this is the case, an effective educational system will be attained, whereby students with good character and moral rectitude will be produced. This will help ensure a better society and guarantee national security.

Recommendations

Based on the findings of the study, the researcher recommends as follows:

1. Principals should be encouraged to avoid aloofness in dealing with their subordinates. This can be done through conferences, seminars and workshops where the pros and cons of such leadership behaviours will be examined by experts.
2. Seminars and workshops should be organized by the Secondary Education Board (SEB) to enlighten principals on the best leadership behaviours with which to improve teachers' productivity in their schools.
3. Monitoring teams from SEB should often interact with teachers to ascertain the leadership behaviour of their principals, as well as address the principals on how best to harness such behaviours.

Conclusion

The findings of the study indicate that while the principals accept that aloofness influences teachers' productivity to a high extent, the teachers agree that it influences teachers' productivity to a low extent. On the other hand, production emphasis was rated to influence teachers' productivity to a high extent by the teachers. This means that aloofness among principals should be discouraged for teachers to be productive, while production emphasis should be promoted. This calls for the need for more enlightenment on both the principals and the teachers. When principals are adequately enlightened on the findings of this study, it is expected that their relationship with teachers will improve, and this will conversely lead to improvement in teachers' productivity and by extension national security.

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