

INFLUENCE OF PRINCIPALS' LEADERSHIP EFFECTIVENESS ON TEACHERS' PRODUCTION FUNCTION IN SECONDARY SCHOOL IN ENUGU STATE

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ABSTRACT

The main purpose of this study was to examine the influence of principals' leadership effectiveness on teachers' production function in Secondary Schools in Enugu State. Two research questions guided the study, while two null hypotheses were tested at $p < 0.05$. Descriptive survey research design was adopted for the study. The population for the study comprised 295 principals. The instrument for data collection was a structured researcher-developed questionnaire comprising of 10-items and it was validated by three experts. The reliability of the instrument was ascertained using Cronbach alpha statistic. The result of the reliability test shows that the overall reliability coefficient of the instrument was 0.81, 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 statistic. From the results of data analysis, it was found among others that the extent to which aloofness as principals' leadership effectiveness influence teachers' production function in secondary schools in Enugu State was on a low extent; the extent to which production emphasis as principals' leadership effectiveness influence teachers' production function in secondary schools in Enugu State was on a high extent. Recommendations include that seminars and workshops should be organized by the PPSMB to enlighten principals on the best leadership effectiveness with which to improve teachers' production function in their schools and also monitoring teams from PPSMB should often interact with teachers to ascertain the leadership effectiveness of their principals, as well as address the principals accordingly.

KEYWORDS: Principals, Leadership Effectiveness, Teachers, Production Function, Secondary Schools, Enugu State.

Introduction

The effectiveness of a principal's leadership can be seen as one factor that can impact how teachers perform their duties. By recognizing and addressing the needs of teachers, principals can encourage them to perform effectively (Adeyemi, 2010). This encouragement is closely tied to various aspects of the principal's leadership effectiveness. The effectiveness of teachers themselves also plays a role in their overall performance. Teachers are widely regarded as a crucial group of professionals for the future of a nation, and without them, the education system would suffer greatly. Given the increased importance of teachers' performance, it is crucial to identify the factors that influence their job performance. The term "production function" refers to the act of accomplishing or executing tasks assigned to a teacher (Griffin, 2012). In the context of teachers, the production function refers to the duties performed by a

teacher within a specific period to achieve organizational goals in the school system (Obilade, 2009). This production function or job performance of teachers can be linked to their job satisfaction and attitudes, such as commitment, sense of challenge, meaningfulness, and responsibility towards their work (Cheng, 2012).

When an individual is satisfied, their production function is likely to increase, as they become more committed to their work. Ensuring the quality of instruction in schools is crucial, which is why the production function of teachers holds significance. Several reasons contribute to a low level of teachers' production function, including inadequate pay, poor career structure, limited promotion opportunities, inadequate school facilities, insufficient school disciplinary policies, the effectiveness of principals' leadership, students' poor work attitudes, and teacher effectiveness (George, Louw, and Bandenhost, 2018). However, this study specifically focuses on the influence of principals' leadership effectiveness as one of the factors affecting teachers' production function.

According to Kelley, Thornton, and Daughtery (2015), educational leadership plays a crucial role in creating an effective learning environment. It involves the principal's ability to initiate school improvement, foster a learning-focused educational atmosphere, and provide guidance and supervision to teachers, enabling them to perform their duties effectively. The principal's primary responsibility is to facilitate effective teaching and learning with the overall aim of enhancing student achievement. In today's educational landscape, successful leadership is essential in nurturing student accomplishments, especially in challenging contexts. Maehr (2011) argues that a positive "psychological environment" holds significant influence over student achievement. This environment can be established by implementing policies that emphasize goal setting, granting students choices in instructional methods, and recognizing their accomplishments. Maehr also suggests fostering teamwork through collaborative learning, replacing social comparisons of achievement, teaching time management skills, and providing self-paced instruction whenever feasible.

A leader's role in the development of well-rounded students is crucial. Within various businesses and corporations, the leadership style adopted can significantly impact individuals' ambition and their commitment to the company's success. This influence stems from how the leader delegates authority and power to shape others' actions and decisions (Collins, 2011). Principals hold a distinct position within school organizations, as affirmed by Amoloye (2014), who referred to them as school managers. According to Idowu (2018), managing entails providing leadership to both men and women, coordinating human and material resources, and working towards accomplishing organizational goals. In the context of the school system, the principal, as an administrator, influences teachers to attain the school's goals and objectives. The primary objective of a school is to enhance the teaching and learning process. Therefore, school administrators should strive to exert their influence on teachers' effectiveness in order to accomplish the school's goals.

The dimensions of leadership effectiveness for principals are categorized as aloofness, production emphasis, thrust, and consideration, while for teachers, they are disengagement, hindrance, esprit, and intimacy (Halpin, 2017). According to Halpin (2017), aloofness refers to

the ability of principals to maintain a social distance from teachers by enforcing strict rules and regulations. This suggests that some principals lack a people-oriented approach and may be perceived as unfriendly. Such principals prioritize tasks over establishing emotional connections when interacting with the school community. Raza's study (2010) found that principals choose to keep their distance from teachers and avoid intimacy due to their strict adherence to school rules and regulations. They also expect strict compliance from teachers. However, most teachers do not prefer autocratic leadership, as it hinders open communication about school issues and concerns (Raza, 2010). Therefore, aloofness is an important factor affecting teachers' productivity.

Another aspect of principal's leadership effectiveness is production emphasis. Halpin (2017) suggests that principals' autocratic and controlling approach can impact the productivity of staff, often leading to negative perceptions among the school community. On the contrary, principals believe that imposing pressure and tension on staff can enhance their performance and yield better results (Raza, 2010). This type of effectiveness influences the organizational climate of the school and the productivity of staff (Paisey, 2012). Paisey (2012) supports this idea by stating that without emphasis on production, staff may become indifferent towards their work and fail to recognize the importance of achieving the organization's vision and mission.

Previous research on leadership effectiveness has yielded diverse outcomes. Alaei (2010) examined the significance of leadership and managerial effectiveness based on the perspectives of teachers and principals in Zahedan schools. The findings revealed that teachers and principals attributed equal importance to leadership and managerial effectiveness. However, principals considered modeling to be more crucial than managerial effectiveness within the components of leadership. Both teachers and principals asserted that female principals exhibited higher levels of managerial and leadership effectiveness compared to their male counterparts. Regarding a comparison between different types of schools, Goudarzi (2016) concluded that there was no noteworthy difference in the leadership effectiveness of principals in public and private schools. Furthermore, no significant relationship was found between the academic degree of principals and the efficiency of their leadership effectiveness.

In recent years, the leadership effectiveness of principals has been recognized as a factor influencing teachers' productivity. This has become a matter of concern for researchers and education officials. Despite numerous studies on teachers' productivity, previous research has not adequately addressed the impact of principals' leadership effectiveness on teachers' productivity. Moreover, the performance of students in both WASSCE and NECO examinations has exhibited poor results, as indicated by observations (Nwakpa, 2015). This suggests a decline in teachers' productivity within the school system. Consequently, this is adversely affecting the teaching and learning processes, as well as other school activities. Therefore, it is necessary to investigate the influence of principals' leadership effectiveness on teachers' productivity in secondary schools in Enugu State. The aim of this study is to fill the research gap by exploring the factors that enhance teachers' productivity, with a specific focus on the leadership effectiveness of principals. This investigation is crucial for improving

students' academic performance since enhancing teachers' productivity will inevitably lead to improved student performance.

Statement of the Problem

The decreasing effectiveness of secondary school teachers has sparked concern among various stakeholders in the education field. This issue is closely linked to the underperformance of secondary school graduates in recent times. Both electronic and non-electronic media consistently highlight the diminishing commitment of teachers to their responsibilities. While previous studies have primarily focused on teacher motivation when examining teachers' productivity, little is known about how the effectiveness of principals' leadership can enhance teachers' performance. In light of these circumstances, this study aims to address the following question: "What impact does the effectiveness of principals' leadership have on teachers' productivity in secondary schools in Enugu State?"

Purpose of the Study

The main purpose of the study was to examine the influence of principals' leadership effectiveness on teachers' production function in Secondary Schools in Enugu State. Specifically the study sought to:

1. examine the extent to which aloofness as principal's leadership effectiveness influences teachers' production function in secondary schools in Enugu State;
2. determine the extent to which production emphasis as principal's leadership effectiveness influences teachers' production function in secondary schools in Enugu State.

Research Questions

The following research questions guided the study:

1. To what extent does aloofness as principal's leadership effectiveness influence teacher's production function in secondary schools in Enugu State?
2. To what extent does production emphasis as principal's leadership effectiveness influence teacher's production function in secondary schools in Enugu State?

Hypotheses

The following null hypotheses were tested at .05 level of significance:

HO₁: There is no significant difference between the mean rating scores of principals and teachers of secondary schools in Enugu State on the extents to which aloofness as principal leadership effectiveness influences teachers' production function.

HO₂: There is no significant difference between the mean rating scores of principals and teachers of secondary schools in Enugu State on the extent to which production emphasis as principal's leadership effectiveness influence teachers' production function.

Research Method

This study adopted descriptive survey research design. According to Nworgu (2015), a descriptive survey research design is one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representative

of the entire group in their natural setting. The population for the study comprised 295 principals. The instrument for data collection was a structured researcher-developed questionnaire comprising of 10-items and it was validated by three experts. The reliability of the instrument was ascertained using Cronbach alpha statistic. The result of the reliability test shows that the overall reliability coefficient of the instrument was 0.81, 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 statistic.

Data Analysis and Results Presentation

Research Question 1: To what extent does aloofness as principal's leadership effectiveness influence teacher's production function in Secondary Schools in Enugu State?

Table 1: Mean ratings of principals and teachers on the extent to which aloofness as principal's leadership effectiveness influence teacher's production function

SN	To what extent does aloofness influence teachers' production function?	Principals			Teachers		
		\bar{x}	SD	Dec.	\bar{x}	SD	Dec
1.	degree of formality.	2.28	0.94	LE	2.41	0.89	LE
2.	holding of meetings.	2.72	0.88	HE	2.41	0.96	LE
3.	having tight meeting agenda.	2.34	0.96	LE	2.37	0.69	LE
4.	establishing firm rules for teachers.	2.53	0.89	HE	2.37	0.95	LE
5.	withholding results.	2.31	1.05	LE	2.41	0.89	LE
6.	classroom visits by principals.	2.59	1.00	HE	2.42	0.91	LE
Grand Mean		2.46	0.95	LE	2.40	0.88	LE

Table 1 presents the statistical data on the ratings of principals and teachers in secondary schools in Enugu State. The mean ratings for principals range from 2.28 to 2.75, with an overall average of 2.46 and a standard deviation of 0.95. For teachers, the mean ratings range from 2.37 to 2.42, with a grand mean of 2.40 and a standard deviation of 0.88. The findings suggest that the impact of aloofness, as a measure of principal's leadership effectiveness, on teacher's productivity in secondary schools in Enugu State is relatively weak.

Research Question 2: To what extent does production emphasis as principal's leadership effectiveness influence teacher's production function in secondary schools in Enugu State?

Table 2: Mean ratings of principals and teachers on the extent to which production emphasis as principal's leadership effectiveness influence teacher's production function

SN	To what extent does production emphasis influence teachers' production function?	Principals		Teachers			
		\bar{x}	SD	\bar{x}	SD	\bar{x}	SD
7.	degree of active supervision	2.63	0.96	HE	2.34	0.94	LE
8.	degree of assertiveness in the supervisory role	2.41	0.89	LE	2.34	0.94	LE
9.	scheduling teachers' work	2.63	0.85	HE	2.35	0.89	LE
10.	correcting teachers' mistakes	2.28	0.81	LE	2.37	0.93	LE
11.	seeing to it that teachers work hard	2.34	0.96	LE	2.32	0.89	LE
12.	evaluating the implementation of curriculum programmes	2.13	0.92	LE	2.33	0.93	LE
Grand Mean		2.40	0.90	LE	2.34	0.92	LE

Table 2 presents the average ratings of principals, which vary from 2.13 to 2.63. The overall average rating for principals is 2.40, with a standard deviation of 0.90. On the other hand, teachers' average ratings range from 2.32 to 2.37, with a grand mean of 2.34 and a standard deviation of 0.92. The results suggest that the impact of principals' emphasis on production as a measure of their leadership effectiveness has a minimal influence on the teachers' production function in secondary schools in Enugu State.

Hypothesis 1: There is no significant difference between the mean rating scores of principals and teachers of secondary schools in Enugu State on the extents to which aloofness as principals' leadership effectiveness influences teachers' production function.

Table 3: t-test on the difference between the mean rating scores of principals and teachers of secondary schools in Enugu State on the extents to which aloofness as principal leadership effectiveness influences teachers' production function

Group	n	\bar{x}	SD	t-cal	df	Sig.	Dec.
Principals	32	2.45	.95	1.459	412	.145	Do not reject
Teachers	382	2.40	.88				

Table 3 presents the t-value for comparing the average ratings of principals and teachers in secondary schools in Enugu State regarding the impact of aloofness as a measure of principals' leadership effectiveness on teachers' production function. The obtained t-value is 1.459. However, this value is not statistically significant at a significance level of 0.145 with 412 degrees of freedom, as 0.145 is greater than the commonly used threshold of 0.05. Therefore, we accept the null hypothesis, which suggests that there is no noteworthy distinction between the mean rating scores of principals and teachers in secondary schools in Enugu State concerning the influence of aloofness as principals' leadership effectiveness on teachers' production function.

Hypothesis 2: There is no significant difference between the mean rating scores of principals and teachers of secondary schools in Enugu State on the extents to which production emphasis as principal leadership effectiveness influences teachers' production function.

Table 4: t-test on the difference between the mean rating scores of principals and teachers of secondary schools in Enugu State on the extent to which production emphasis as principals' leadership effectiveness influences teachers' production function

Group	n	x	SD	t-cal	df	Sig.	Dec.
Principals	32	2.40	.90	2.197	412	.029	Reject Ho
Teachers	382	2.34	.92				

Table 4 presents the results regarding the t-value, which measures the difference in average ratings between principals and teachers in secondary schools in Enugu State. The focus is on the influence of principals' leadership effectiveness, specifically the emphasis on production, on teachers' production function. The obtained t-value is 2.197, indicating a significant finding. This significance is observed at a 0.029 level, given that this value is lower than the conventional threshold of 0.05. With 412 degrees of freedom, the null hypothesis is rejected, suggesting a substantial distinction in mean rating scores between principals and teachers. This distinction relates to the extent to which the emphasis on production as part of principals' leadership effectiveness influences teachers' production function.

Discussion of Findings

The results of the study showed that the level of aloofness displayed by principals significantly affects the effectiveness of their leadership on teachers' productivity in secondary schools in Enugu State, but the influence is relatively low. This finding aligns with Raza's (2010) argument that most teachers generally prefer not to work under a principal with autocratic leadership style because it hinders communication on school-related matters and concerns. Haplin (2017) further supported this finding by stating that some principals lack a people-oriented approach and are perceived as unfriendly, which can negatively impact the relationship between principals and teachers, thereby affecting teachers' productivity.

Similarly, the study revealed that the extent to which principals emphasize productivity as a measure of their effectiveness also has a low impact on teachers' productivity in secondary schools in Enugu State. Raza (2010) agreed with this finding and suggested that principals often believe that exerting pressure and creating tension among staff members will increase their performance and produce better results. However, this contradicts Haplin's (2017) argument that this emphasis on productivity typically leads to negative perceptions among members of the school community.

Conclusion

The study's results suggest that although principals acknowledge that aloofness has a significant impact on teachers' productivity, teachers themselves believe it has only a minor influence. Conversely, the study found that production emphasis, thrust, and consideration were rated as having a significant impact on teachers' productivity. Therefore, it is important to discourage aloofness among principals in order to enhance teacher productivity, while promoting production emphasis, thrust, and consideration. These measures are crucial for addressing the leadership effectiveness of principals in tackling the challenges faced by our educational system. By ensuring that principals are well-informed about the study's findings, it is anticipated that their relationship with teachers will improve, ultimately leading to enhancements in teachers' productivity.

Recommendations

The following recommendations were made:

1. Seminars and workshops should be organized by the PPSMB to enlighten principals on the best leadership effectiveness with which to improve teachers' production function in their schools.
2. Monitoring teams from PPSMB should often interact with teachers to ascertain the leadership effectiveness of their principals, as well as address the principals accordingly.

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