

PRINCIPALS' LEADERSHIP AND INVOLVEMENT AS CORRELATES TO TEACHERS' JOB PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN RIVERS STATE

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ABSTRACT

The study investigated principals' leadership and involvement as correlates to teachers' job performance in public senior secondary schools in Rivers State. Two objectives, research questions and corresponding null hypotheses each guided the study. The study adopted correlational survey design. The population of the study involved all 286 principals and 6, 893 teachers of public senior secondary schools in Rivers State, which made up a total population of 7,179 principals and teachers. The sample of the study was 861 which comprised of 61 principals and 800 teachers, totaling 861 respondents which represented 12% of the total population through stratified random sample technique. The instrument for this study was a self-designed questionnaire titled: Principals' Leadership and Involvement Questionnaire (PLIQ) and Teachers' Job Performance in Public Senior Secondary Schools (TJPPSSSQ). To validate the research instrument, copies were presented to the researcher's supervisor and two experts in educational management department, from Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Rivers State to scrutinize and make corrections. In testing the consistency of the instrument, Cronbach's alpha coefficient was used to determine the reliability of the instrument which yielded .81 and .83 indices respectively. The researcher administered copies of the questionnaires directly to respondents with the help of three research assistants. A total of 861 questionnaires were distributed, 818 were retrieved, which represented 95% response rate which was deemed reliable for the analysis. In analyzing the data for the study, mean and standard deviation statistics were used to answer the research questions, while all the hypotheses were tested with Pearson's Product Moment Correlation Coefficient at .05 level of significance with the aid of Statistical Package for Social Science (SPSS) version 22.0. The findings of the study have revealed a very significant relationship that exists between principals' leadership and involvement and teachers' job performance in the public senior secondary schools in Rivers State. The study concluded that Principals' involvement, accountability, and innovation create lasting success in the educational institution. The study recommended that the Rivers State Senior Secondary School Management Board should improve on the organization of seminars, conferences, and workshops for senior secondary school principals to enhance their leadership competences.

Keywords: Principals, Leadership, Involvement, Teachers Job Performance



INTRODUCTION

In a standard school system, two sets of people play major roles, the leaders and the followers. The leaders in secondary school systems are the principals and teachers, while the followers are the teachers and students. The success or failure of the school rests on the shoulders of the principals who are the leaders (Ogona, 2021). Teachers constitute the largest human resource element and have a great impact on the academic improvement of students in senior secondary schools and the development of human resources in the society. Teachers' job performance is determined during routine reviews with the principals taking into account factors such as leadership academic improvement, time management, intelligence, skills, punctuality, reliability. Job performance reviews are often done yearly, it determine the promotion status of a teacher. The performance of teachers in a school depends on the knowledge, skills, student academic performance and motivation of individual teachers where school management provides good working environment. Thus, the general public expects teachers to render their desired duties in terms of academic improvement graduates, which is a concern for the management. Improving the performance and productivity of teachers to enhance the efficiency in the education system, is a major challenge for many school management in Nigeria.

The basis for which teachers will perform optimally will largely depend on the roles of the principals of schools. Mccourt and Awase (2010) suggested that principals should take the advantage of applying a good teaching and learning environment and other motivational factors to support the performance of teachers to enhance educational outcome. This is an indication that a principal must know the primary needs of her teachers in order to manage and address them toward greater job performance in the school. When their needs are met, teachers are likely to take responsibility for their performance and they will perform well to achieve the teaching goals. The principal develops relationships that instill trust, integrity, interdependence and commitment from the members of the school community. The principal models and fosters open honest communication and respect among staff as the foundation for collaborative learning. Principals rely on the commitment of individuals to the purposes of the organization and foster it through positive interdependence. Support from the full school community is achieved through structured opportunities for input into appropriate decision-making processes. The principal leads with the heart.

The principal is a symbolic leader, a model of those values that are desirable for a continuously improving organization, and aspires to those personal attributes that the community desires of every teacher. The principal model's commitment to the school and profession, empathy to the needs of individuals, passion about student learning, and openness and responsiveness to feedback and differing points of view. Effective principals perform management functions strategically and efficiently, adapting these functions so that they facilitate the learning goals of the school through the use of an effective management team. Principals ensure that schedules, routines, and



professional development increase time for learning and facilitate professional interactions around problems of practice. They develop and supervise effective and efficient management teams.

Statement of the Problem

The management and administration of public secondary schools is the responsibility of principals. Principals' involvement, accountability, and innovation create lasting success in the educational institution. Various researchers have identified many challenges impacting education in various public secondary schools in Nigeria, particularly in River State which include poor principal leadership, poor teachers' quality performance, and misappropriation of funds, poor planning, inadequate funding, inadequate infrastructural facilities and insecurity among many others. Paramount among these aforementioned issues is the problem of poor teachers' performance in the public schools which have resulted in unseriousness to teaching, poor knowledge of subject, inability to cover scheme which results in poor performance of students etc. Concerns are being raised as to finding the causes of such recalcitrant attitude of teachers to work, many stakeholders have blamed it on the principals' leadership style, while others believe it is the non-involvement of principals in the running of the schools. The researcher seeks to find a solution to all these challenges, hence, set out to investigate principals' leadership and involvement as correlates to teachers' job performance in public senior secondary schools in Rivers State.

Aim and Objectives of the Study

The study seeks to investigate principals' leadership and involvement as correlates to teachers' job performance in public senior secondary schools in Rivers State. The specific objectives include to:

1. Examine the influence of principals' leadership on teachers' job performance of public senior secondary schools in Rivers State.
2. Establish the influence of principals' involvement on teachers' job performance in public senior secondary schools in Rivers State.

Research Questions

The following research questions were posed to guide the study:

1. How does principals' leadership influence teachers' job performance in public senior secondary schools in Rivers State?
2. How does principals' involvement influence teachers' job performance in public senior secondary schools in Rivers State?

Hypotheses

The following null hypotheses were formulated to guide the study and statistically tested at .05 level of significance:

- i. Principals' leadership has no significant relationship with teachers job performance in public secondary schools in Rivers State.



- ii. Principals' involvement has no significant relationship with teachers' job performance in public secondary schools in Rivers State.

LITERATURE REVIEW

Theoretical Framework

Theory X and Y by McGregor (1960)

McGregor developed two contrasting theories that explain how managers' basic perceptions about what motivates their followers or staff can affect how organizations are run. This theory was first explained in his book, "The Human Side of Enterprise," which refers to two styles of management: the authoritarian which is Theory X and the participative which is Theory Y. Theory X gives importance to supervision, which involves micromanaging people to ensure that work is done properly, while Theory Y stresses reward and recognition because managers that use this approach trust their followers to take ownership of their work and do it effectively by themselves. Furthermore, McGregor posited that at work, we have two aspects of human behaviour; one which is negative called Theory X and the other that is positive called Theory Y.

According to McGregor in Ololube (2017, 2019) and Pius-Uwhubetiyi (2022), the beliefs of managers on the nature of individuals are based on various assumptions.

Assumptions of Theory X

- An average employee intrinsically does not like work and tries to escape it whenever possible.
- Since the employee does not want to work, he must be persuaded, compelled, or warned with punishment to achieve organizational goals. Close supervision is required on part of managers. The managers adopt a more dictatorial style.
- Many employees rank job security on top, and they have little or no aspiration/ ambition.
- Employees generally dislike responsibilities.
- Employees resist change.
- An average employee needs formal direction.

Assumptions of Theory Y

- Employees can perceive their job as relaxing and normal. They exercise their physical and mental efforts inherently in their jobs.
- Employees may not require only threat, external control and coercion to work, but they can use self-direction and self-control if they are dedicated and sincere to achieve the organizational objectives.



- If the job is rewarding and satisfying, then it will result in employees' loyalty and commitment to the organization.
- An average employee can learn to admit and recognize the responsibility. He can even learn to obtain responsibility.
- The employees have skills and capabilities. Their logical capabilities should be fully utilized. In other words, the creativity, resourcefulness and innovative potentiality of the employees can be utilized to solve organizational problems.

The relevance of the theory to the study is that it will assist principals of public secondary schools to know the appropriate management style; that is, using theory X, which is authoritarian management style or theory Y which is the participative management style or a mix to achieve teachers' performance. Principals can administer theory X for new staff for monitoring and discipline and theory Y can be used to motivate and enhance the performance of staff. Principals in secondary schools should know that the application of theory X can lead to a negative working environment because it is based on so many assumptions that are not entirely true, thus, principals should apply it with caution.

Principals' Leadership

Leadership is the planning, organization, management, and control of resources to effectively and efficiently achieve educational institution goals. Leaders are those responsible for overseeing the use of educational institution resources to achieve its expected goals (Shila & Sevilla, 2015). To work efficiently and effectively, as asserted by Sreedharan and Sunder (2018) educational institution has three types of leaders arranged in a hierarchically order first-line managers, middle managers, and top managers. Typically, first-line leaders' report to middle leaders, and middle leaders report to the top leaders. leaders at each level have different but related types of performance for utilizing organizational resources to increase efficiency and effectiveness. Leadership is very critical for the success achievement of pre-stated school goals (Ogona, 2022). Top leaders which is seen as the principals are responsible for the performance of all departments, they have cross-departmental responsibilities. They set organizational goals, determine how different departments interact, and monitor how well middle managers in each department use resources to reach their goals (Weimerskirc, 2006).

Top leaders which is seen as the principals are ultimately responsible for the success or failure of the organization, and its performance is constantly monitored by their superiors in the school, due to their job-specific responsibilities, top managers require conceptual skills. Conceptual skills are demonstrated in the ability to analyze and diagnose a situation and distinguish between cause and effect. They also requires teachers skills and technical skills. School leaders skills include the ability to understand, modify, direct, and control the behaviour of other individuals and groups, the ability to communicate, coordinate, and motivate people, and form individuals into groups.



Technical skills are job-specific knowledge and skills required to fulfil an organizational role (Shila & Sevilla, 2015).

Pallabi (2021) explained that academic improvement begins in the meeting room and as such, top leadership must lead the battle for academic improvement. According to Deming's five principles, the central problem is that lack of academic improvement is the management's inability to understand the variations. However, it was opined that statistics can help predict changes that occur in the management system. It is management's responsibility to know whether the problems are in the system or human behaviour. Further, the theory explained that teamwork should be knowledge-based, designed, and redesign. Also, continuous improvement is the responsibility of management, and most of the causes of low academic improvement and productivity are systemic. It was suggested that people should be trained until they master statistics, realize as much as possible the limits of the system they are using. In a follow-up research Pallabi (2021) explained that the management is responsible for providing detailed specifications in addition to Deming's fourteen points. Therefore, this is an indication that leadership is very important in the functioning of an organization.

Duze (2012) explained that only a few principals understand teachers to be the motive in their first-rate problems and this is a rare behaviour that encourages man or woman involvement in decision making and personal ownership of the development process. Teachers may not like the sort of school climate, wherein teacher involvement is pointed out however now is no longer operational. He added that most managers advocated for a first-rate but praises the lowest line or production. They insist on price discounts but their approaches cancel first-rate training.

Principals Leadership and Teachers' Job performance

Okpo (2015) asserts that performance can not be achieved by accident, as it requires a cultural change in management behaviour and individuals' attitudes towards job performance. This change process must be managed in most efficient manner. Fully committed leaders must manage this change process effectively. In addition, principals as school leaders must lead the educational process by achieving a definition of the organization's constant purpose, principles, and values for improvement. They are also responsible for removing any barriers to achieving job performance and ensuring that all of their actions demonstrate the integrity of the job performance improvement process. Cultural change begins with a program of education and continuous improvement for all that begins at the top and bottom (Okpo, 2015). The leadership role of the director is essential. Performance studies have recognized the importance of leadership in keeping schools on track. Strong instructional leadership from the principal is essential for learning outcomes. The essential and causal characteristic of virtually all effective schools is a principal whose vision, energy, and dedication lead staff and students to schools with better attitudes and higher efficiency (Okpo, 2015).



Slater (2006) cited research showing that effective principals emphasize learning goals and underestimate the other functions schools perform. Minimizing non-academic activities in this way, effective leaders avoid sending conflicting messages about what is important. Effective principals also tend to spend more time observing classrooms, providing feedback to educators, mediating the adoption of more effective teaching methods, and monitoring time.

According to Duze (2012), the achievement of job performance is a difficult and complex process involving several elements and transactions. It takes time and effort to understand the range of elements involved, to interpret their significance and relationships and to negotiate these interpretations with others. They argue that leadership of a high order, spread at many levels of an organization, is required to achieve a critical mass of shared meanings and commitment to go forward. Furthermore, they assert that the establishment and operation of job performance systems by themselves will not produce job performance outcomes or institutional performance, particularly where such systems are generated solely or primarily in response to external assessment and accountability. Leadership is also required to explain, justify and promote the utility and effectiveness of job performance models and processes.

Principals' Involvement and Teachers' Job performance

Seele and Eberl (2020) opined that principals' involvement, accountability, and innovation create lasting success in the educational institution. Hence, school principals must be prepared to allow teachers control over their academic activities, the freedom to make important decisions and to be accountable for their actions is paramount in process of principals involving their teachers. Teacher engagement is a long-term commitment for a fundamental reductional change. Further, Seele and Eberl (2020) added that the teacher should be trained and empowered, for recognized teachers see their work and school from a different angle. They have the feeling that the principals own the school in this sense they feel personal, responsible, for the job performance of their teachers and other staff. Leaders trying to regain some of that power will lead to bitter, frustrated, and disillusioned teachers. Their performance will suffer, and future teacher-related efforts will be greeted with skepticism.

Seele and Eberl (2020) added that the teachers can be empowered through strategic planning to contribute individually and as a team to school goals. Companies also empower people through training, rewards, and recognition. Teacher involvement begins with a change in management attitudes. This can be seen as the key to continuous improvement. Most people want to do their job well, take pride in their work, have valuable ideas to share, and want accountability. Principals should be encouraged to be proactive in identifying and resolving job performance problems. The involvement process starts with leaders and supervisors being willing to empower others, training supervisors and teachers on how to delegate and take responsibility, how to communicate and explaining to everyone how they work, through rewards and recognition.



Bogler (2001) showed that effective teams and teamwork drive the achievement of strategic plans, enhance individual performance and serve customers better. Institution committed to the continued development of their teachers recognize teacher involvement as one of the most important strategic approaches to teacher motivation. Teacher involvement is also an important strategy for empowering those with needs, answers, and knowledge, to make decisions about how to best serve customers. When an organization empowers its teachers, they develop their skills and the organization benefits from empowering them. Teacher involvement is a school structure that allows non-leaders to make autonomous decisions.

Chan (2020) explained that the main benefits of teacher involvement are improved morale, increased productivity, healthier relationships with colleagues or team cohesion, and creative or innovative thinking. The techniques of teacher involvement involve a change in a management role from supervisor to manager, effective coaching such as motivating, questioning and applying a management style to teachers' ability to function at a certain level, authorization to empower teachers and finally, instilling trust and setting goals in teachers. The schools are likely to improve if teachers are involved in decision making and in developing their curriculum guidelines.

Principals' Involvement and Teachers' Job Performance

Principals' Involvement has a great influence on the roles everyone plays in a school. It is paramount that the skills and abilities of every member of the organization are used to the best possible effect. Principals' Involvement requires principals to utilize the talents, expertise and skills of each teacher. Each teacher is encouraged to act on their initiative and be creative in improving their work. They are empowered to solve problems, suggest improvements and delight customers (Duze, 2012). It is necessary to involve teachers in the management of the school. Simplifying the structure of the school to focus on the person closest to the learners (the classroom teacher) is necessary.

Principals' Involvement is about involving the people closest to the customer to make decisions about how best to improve. Adeyemi (2011) claimed that it is presented as a radical change from the current educational model, freeing educators from their bureaucratic shackles and providing a model of engagement. Wong and However, humans should not be seen as cogs in a machine but should be allowed to act and make decisions on their own. Also, effective schools tend to place more emphasis on communicating with their parents. These schools are in regular contact with parents, keeping them informed of their child's progress. They also inform parents of the goals and expectations set for their children and encourage parents to take responsibility for ensuring that their children achieve them.

Empirical Review

Haruni and Mafwimbo (2014) investigated the influence of leadership styles on teachers' job satisfaction in Songea and Morogoro Districts, Tanzania. The study employed a cross-sectional research design, with samples of 200 teachers from 20 selected primary schools in Songea and



Morogoro Districts. Interviews, documentary analysis and questionnaires were used to collect the data. The data were analyzed both qualitatively and quantitatively using tables, frequencies and percentages. It was found that the democratic leadership style was the most dominant in the best-performing primary schools. It is, therefore, suggested that there is much to be learnt from the democratic leadership style as a coping strategy in low-performing primary schools.

Werang and Lane (2010) examined the relationship between principals' leadership, school organizational climate and teachers' job performance in Merauke Regency, Gambia. The population comprised 164 teachers at state senior high schools in Merauke regency. The descriptive survey design was used in the study. The population was approximately 170 teachers in the region, while the sample drawn was 118, representing 69.4% of the population. Questionnaires were the main tool of the research to collect data. The data were collected through the aid of a structured questionnaire. Statistical Package for Social Science (SPSS) was used to analyze the data collected. Based on the data analyses, the result revealed that (a) there was a significant relationship between principals' leadership and teachers' job performance at state senior high schools in Merauke Regency, Papua; (b) there was a significant relationship between school organizational climate and teachers' job performance at state senior high schools in Merauke Regency, Papua; and (c) the majority of principals in Merauke regency were often autocratic in the use of their office as the administrative head of the school.

Omeke and Onah (2007) carried out a descriptive design study that investigated the influence of principals' leadership styles on secondary school teachers' performance and satisfaction in the Nsukka Education Zone of Enugu State, Nigeria. The population comprised 164 teachers at state senior high schools in Merauke regency. The descriptive survey design was used in the study. The population was approximately 170 teachers in the region, while the sample drawn was 118, representing 69.4% of the population. Questionnaires were the main tool of the research to collect data. The data were collected through the aid of a structured questionnaire. Statistical Package for Social Science (SPSS) was used to analyze the data collected. Based on the data analyses, The study found that only democratic leadership style enhanced teachers' job performance and satisfaction, while autocratic and laissez-faire styles did not.

Kiboss and Jemiryott (2014) examined the relationship between leadership styles of principals and teachers' job satisfaction and performance in Kenyan public secondary schools. The Pearson correlation coefficient and t-test were used to establish the relationships between principal's leadership styles and teachers' job satisfaction and gender differentials at the .05 level. The study found that principals' democratic leadership style, among others, has a great impact on the working atmosphere in a school and, consequently, on teachers' job performance.



METHODOLOGY

The study adopted correlational survey design. It was correlational because it seeks to establish relationship between variables in the study. The population of the study involved all 286 principals and 6, 893 teachers of public senior secondary schools in Rivers State, which made up a total population of 7,179 principals and teachers. The sample of the study was 861 which comprised of 61 principals and 800 teachers, totaling 861 respondents which represented 12% of the total population through stratified random sample technique. The instrument for this study was a self-designed questionnaire titled: Principals' Leadership and Involvement Questionnaire (PLIQ) and Teachers' Job Performance in Public Senior Secondary Schools (TJPPSSSQ). The instrument was in two sections: A and B. The section A contained the demographic variables (gender, age, level of education, year of experience, marital status), while section B consisted of items that used to secure information's on the dependent variables. The items was on four-point Likert scale questionnaire, rated on Strongly Agree (SA) = 4 points; Agree (A) = 3points; Disagree (D) = 2 points; Strongly Disagree (SD) = 1 point. This is used to answer the research questions. To validate the research instrument, copies were presented to the researcher's supervisor and two experts in educational management department, from Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Rivers State to scrutinize and make corrections. The corrections were effected to enable the instrument capture the objective of the study. In testing the consistency of the instrument, Cronbach's alpha coefficient was used to determine the reliability of the instrument which yielded .81 and .83 indices respectively. The researcher administered copies of the questionnaires directly to respondents with the help of three research assistants. A total of 861 questionnaires were distributed, 818 were retrieved, which represented 95% response rate which was deemed reliable for the analysis. In analyzing the data for the study, mean and standard deviation statistics were used to answer the research questions, while all the hypotheses were tested with Pearson's Product Moment Correlation Coefficient at .05 level of significance with the aid of Statistical Package for Social Science (SPSS) version 22.0.



RESULTS

Research Question 1. How does principals' leadership influences teachers' job performance in public senior secondary schools in Rivers State?

Table 1: Principals' leadership influence teachers' job performance in public senior secondary schools in Rivers State

S/N	principal leadership	Mean	S. D	Remark
1	Principals' leadership commitment helps to engage in continuous problem solving and improvement	2.50	1.13	Agree
2	The principal fosters the belief that all children can learn at high levels	2.51	1.12	Agree
3	The principal prepares teachers with skills needed for further teaching	2.52	1.09	Agree
4	The principal supports the improvement efforts of the school district.	2.57	1.10	Agree
Grand Mean		2.52	1.11	Agree

Source: Survey Data, 2022

The table above shows the mean and standard deviation of respondents in response to principal leadership influence teachers' job performance in public senior secondary schools in Rivers State. The mean values of all the items from the table above are greater than 2.5 criterion mean which indicates that majority of the respondents agreed to all the items presented. Having a grand mean of 2.52, majority of the respondents agreed that principal leadership influence teachers' job performance in public senior secondary schools in Rivers State.

Research Question 2: How does principals' involvement influences teachers' job performance in public senior secondary schools in Rivers State?

Table 2: Principals' involvement influence teachers' job performance in public senior secondary schools in Rivers State

S/N	Principal involvement	Mean	S. D	Remark
5	Principals involvement, accountability, and innovation create lasting success in the educational institution	2.50	1.10	Agree
6	Teacher involvement begins with a change in principals management attitude	2.54	1.10	Agree
7	Principals should be encouraged to be proactive in identifying and resolving job performance problems	2.59	1.11	Agree
8	The involvement process starts with leaders and supervisors being willing to empower others, training supervisors and teachers on how to delegate and take responsibility	2.57	1.12	Agree
Grand Mean		2.55	1.12	Agree

Source: Survey Data, 2022



The table above shows the mean and standard deviation of respondents in response to principal involvement influence teachers' job performance in public senior secondary schools in Rivers State. The mean values of all the items from the table above are greater than 2.5 criterion mean which indicates that majority of the respondents agreed to all the items presented. Having a grand mean of 2.55, majority of the respondents agreed that principal involvement influence teachers' job performance in public senior secondary schools in Rivers State.

Test of Hypotheses

H₀₁: Principal leadership has no significant relationship with teachers' job performance in public secondary schools in Rivers State.

Correlations

		Principal leadership	Teachers job performance in public senior secondary schools
Principal leadership	Pearson Correlation	1	-.024
	Sig. (2-tailed)		.047
	N	818	818
Teachers job performance in public senior secondary schools	Pearson Correlation	-.024	1
	Sig. (2-tailed)	.047	
	N	818	818

* Correlation is not significant at the 0.05 level (2-tailed).

The results from the table of analysis for hypothesis one shows that there is a significant relationship between Principal leadership and teachers job performance in public senior secondary schools in Rivers state, where (correlation value $r = -.024$, $p < .047$). The implication of this result is that the respondents agreed that Principal leadership does have a significant relationship with the teachers' job performance in public senior secondary schools in Rivers state. Thus, the hypothesis was rejected.



H₀₂: Principal involvement has no significant influence on teachers in public secondary schools in Rivers State.

Correlations

		Principal involvement	Teachers job performance in public senior secondary schools
Principal involvement	Pearson Correlation	1	-.015
	Sig. (2-tailed)		.039
	N	818	818
Teachers job performance in public senior secondary schools	Pearson Correlation	-.015	1
	Sig. (2-tailed)	.039	
	N	818	818

* Correlation is not significant at the 0.05 level (2-tailed).

The results from the table of analysis for hypothesis three shows that there is a significant relationship between principal involvement and teachers job performance in public senior secondary schools in Rivers state, where (correlation value $r = -.015$, $p < .039$). The implication of this result is that the respondents agreed that principal involvement does have a significant relationship with the teacher's job performance in public senior secondary schools in Rivers state. Thus, the hypothesis was rejected.

DISCUSSIONS

Principals' leadership and teachers' job performance in public senior secondary schools in Rivers State

Hypothesis one of the study states that principal leadership has no significant relationship with teachers job performance in public secondary schools in Rivers State. The hypothesis was rejected because principals' leadership has a significant relationship with teachers' job performance in public senior secondary schools in Rivers State, as displayed by the result of our analysis; correlation value $r = -.024$, $p < .047$. This finding is in accordance with Okpo (2015) who submitted that principals as school leaders must lead the educational process by achieving a definition of the organization's constant purpose, principles, and values for improvement. They are also responsible for removing any barriers to achieving job performance and ensuring that all of their actions demonstrate the integrity of the job performance improvement process. Furthermore, asserts that performance can not be achieved by accident, as it requires a cultural change in management



behaviour and individuals' attitudes towards job performance. This change process must be managed in most efficient manner. Hurst and Gordon (2002) asserted that the achievement of job performance is a difficult and complex process involving several elements and transactions. It takes time and effort to understand the range of elements involved, to interpret their significance and relationships and to negotiate these interpretations with others. They argue that leadership of a high order, spread at many levels of an organization, is required to achieve a critical mass of shared meanings and commitment to go forward. Furthermore, they assert that the establishment and operation of job performance systems by themselves will not produce job performance outcomes or institutional performance, particularly where such systems are generated solely or primarily in response to external assessment and accountability. Leadership is also required to explain, justify and promote the utility and effectiveness of job performance models and processes.

Principals' involvement and teachers' job performance in public senior secondary schools in Rivers State

Hypothesis two of the study states that principal involvement has no significant relationship with teachers' job performance in public senior secondary schools in Rivers State. The hypotheses were rejected, because there is a significant relationship with principal involvement and teachers' job performance in public senior secondary schools in Rivers State as displayed by the result of our analysis; correlation value $r = -.015$, $p < .039$. This finding is in accordance with George and Arnold (2006) who opined that principals involvement, accountability, and innovation create lasting success in the educational institution. Hence, school principals must be prepared to allow teachers control over their academic activities, the freedom to make important decisions and to be accountable for their actions is paramount in process of principals involving their teachers. They have the feeling that the principals own the school in this sense they feel personal, responsible, for the job performance of their teachers and other staffs. Leaders trying to regain some of that power will lead to bitter, frustrated, and disillusioned teachers. Their performance will suffer, and future teacher-related efforts will be greeted with skepticism. To create a stimulating environment, people must understand the need for change, the systems must evolve to new paradigms, and the organization must empower its teachers. Leaders also need to recognize opportunities to improve the performance of a diverse workforce, such as the ability to leverage the skills and experience of different types of people. They added that leaders who value the interest of their diverse teachers in developing the skills and competencies of those teachers and attach rewards to their performance are the most successful in the industry, by promoting long-term performance. Engaging teachers, teams, and empowering teachers empowers people to make decisions about their work. It increases loyalty and promotes ownership.

CONCLUSIONS

The findings of the study have revealed a very significant relationship that exists between principals' leadership and involvement and teachers' job performance in the public senior



secondary schools in Rivers State. Principals' involvement, accountability, and innovation create lasting success in the educational institution. Hence, school principals must be prepared to allow teachers control over their academic activities, the freedom to make important decisions and to be accountable for their actions is paramount in process of principals involving their teachers. Teacher engagement is a long-term commitment for a fundamental reductional change. Fully committed leaders must manage this change process effectively. In addition, principals as school leaders must lead the educational process by achieving a definition of the organization's constant purpose, principles, and values for improvement. They are also responsible for removing any barriers to achieving job performance and ensuring that all of their actions demonstrate the integrity of the job performance. This presupposes that principals' leadership and involvement in the administration of secondary schools is an antidote for effective job performance of teachers.

RECOMMENDATIONS

In view of the findings of the study, the following recommendations were made:

1. The Rivers State Senior Secondary School Management Board should improve on the organization of seminars, conferences, and workshops for senior secondary school principals to enhance their leadership competences.
2. The Rivers State Senior Secondary School Management Board should be carried along in the planning, management, decision making and in developing their curriculum guidelines.

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