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## Relationship Between Principals' Transformational Leadership Style And Teacher Job Performance

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By

**GLADYS OBY UZOECHINA Ph.D**

*Department of Educational Foundations,  
Anambra State University, Uli, Nigeria.*

And

**ADAEZE OGUEGBU**

*Kaplan University, Ave Fort  
Lauderdale, Fl,  
33309*

### **Abstract**

*Principal leadership style plays important role in the organization and operation of schools. This study investigated the relationship between principals' transformational leadership style (TLS) and teacher job performance in secondary schools in Awka South Local Government Area from a population of 600 teachers. Three research questions were formulated to guide the study. A questionnaire titled: Observed Principal Leadership Practices and Teacher Job Performance Questionnaire (OPLPTJPQ) was used to collect data. Means and Person Product Moment Correlation were utilized in the study. Findings showed that Transformational Leadership Style was strongly and positively correlated with Teacher Job Performance among male and female teachers ( $r=0.56$ , and  $0.82$ ). Finally it was recommended that principals should adopt transformational leadership style (TLS) in order to create a climate of mutual respect, commitment, collaboration, and trust in the schools for optimal goal achievement.*

No organization can function efficiently and effectively without a leader and educational institution is one of them. The leader is the arrow-head of the organizational activities and has the responsibility of coordinating the efforts and activities of members of the organization in order to achieve pre-determined goals. This is why it is often argued that without a leader, the activities of an organization cannot progress and the leader is usually held responsible for the failure or success of the organization. The leader is the life wire of any group; he gives direction and meaning to the organizational activities by energizing and activating the organizational members through his behaviours.

The leader of the secondary education institutions is called the principal. Principal leadership position is critical to the school's survival to the extent that it not only defined strategies, overall direction as well as the mission of the school, but also, influences the staff members to work towards goal achievement. Suffice it to say that principal major leadership role in the school means setting direction in the teaching-learning process and influencing teachers to willingly follow the direction towards achieving the educational goals. The manner or the behavioural pattern the principal uses while directing teachers to perform tasks is his leadership style.

Educational researchers believe that principal leadership style and teacher job performance influence the school growth positively or negatively (Hoy & Miskel, 2001; Peterson & Deal, 2002 & Sun, 2004). The principal's leadership style consists of his knowledge, attitudes and skills for influencing and directing the teachers' activities which is his behavioural pattern within the school. Teacher job performance involves his/her knowledge, attitudes and skills as a result of doing his job in the process of teaching and learning in the in the school. Ndu (2000) believed that principals' leadership styles play an important role in the organization and operation of schools. It is a vital and driving force for the teachers' performance and effectiveness, which shapes the school process; instructional procedures, and student academic achievement. The importance of principal leadership style has also been strongly emphasized in the literature of development of staff and consideration of welfare (Cadwell and Spink, 1992 & Ofojebe, 2002)

Contemporary leadership theorists Bass (1992) Yuki (1994) & Leithwood (1994), have evolved two leadership styles namely transformational and transactional leadership styles. Transformation leadership style (TLS) involves the process of influencing major changes in the attitude and assumptions of organizational members and building commitment for the organization missions, objectives and strategies (Yuki, 1992). Michael (1999) described TLS as an influencing relationship between inspired, energetic leaders and followers who have a mutual commitment to a mission that includes a belief in empowering the members of an organization to effect lasting change. In the context of this study, transformational leadership describes a leader who influences teachers to goal achievement by planning, organizing, directing and integrating the school demands and the needs of the teachers in a way that is productive and individually motivating to staff. Transformational leaders inspire followers to contribute beyond expectations (Silins & Mulford, 2002). On the other hand, transactional leadership style is an exchange reward for services rendered (Bass, 1992). Alteri (1995) and Berson (1990) described transactional leadership as the accomplishment of goals by mandating, instructing and persuading teachers to comply with school goal requirement.

Allan (2003) noted that the leadership style the principal adopts is vital in determining the extent to which teachers respond towards achieving school goals. The teachers on the other hand, are expected to display a high level of discipline and commitment in carrying out their jobs as well as complying to a large extent, with the principal's directives. In most schools, high or low level of both male and female teachers' job performance develop around the principals' styles of leadership.

In the schools, teachers perform the job of teaching. Performance in this article is viewed in terms of the effectiveness (result) of the teaching activities. Effectiveness is the accomplishment of recognized or specified organizational goals. The jobs teacher perform in the schools vary and are time consuming if the teachers are devoted and conscientious. The teacher spends more than sixty hours a week on various types of works, all of which are a part of teaching (Ukeje, Akabogu and Ndu, 1992). Jobs teacher performs in school include:

- Teaching in assigned classrooms (Forty-five hours a week)- This involves planning and preparation of lessons, preparation of the laboratory materials for science subjects, teaching, setting, marking, and assessing written works, keeping records of learners' progress, making reports to parents/guardians to keep them informed for the purpose of securing proper guidance for the learner.
- Taking part in the general life of the school- This involves attending departmental meetings whenever these are convened as well as PTA meetings, supervising games, agricultural activities, meals, and other students' extra-curricular activities in the school. These take about ten hours a week.
- Professional activities- these include taking part in the professional organizational life, writing or reading professional write ups in papers or regular magazines when available, attending professional lectures, performing 'house/societal duties'. This will take more than five hours of the teachers' time every week.

The principal in his leadership style influences the implementation of education programmes. He works collaboratively with the teachers to establish the school mission and vision; develops and delivers professional development and consideration of staff and student welfare; school-community relations; promotes and fosters shared decision-making; organizes and defines clearly his own roles in relation to the school activities; plans ahead; assigns tasks; establishes ways of getting things done; provides required human and material resources and supportive services; relates the school to the school system; strives toward higher levels of goal achievement; and demands production.

Researchers such as Norton (2002), Kelly, Thornton & Daughtery (2005) & Leithwood & Jantriz (2005) have found that teacher job performance is a consequence of many interrelated variables including the principals' leadership style. Although these

studies observed that principals' leadership style affects teacher job performance, it is not known whether there is any relationship between the two variables. It was assumed that male and female teachers are likely to be influenced differently by the principals' leadership style in their job performance. Therefore, investigations into the relationship between the leadership style of principals and teacher job performance can not be concluded without a consideration of how male and female teachers perceive their principals' leadership.

Transformational leadership style is a contemporary leadership style introduced by James Macgregor Burns in 1978. The paradigm describes the leader and the follower interactions as a mutually elevating process, which Bass (1992) described as performance beyond normal expectations. Suffice it to say that transformational leadership style means collective action, vision, insight, inspiration, and charisma by leaders in such a way that fundamental changes in direction, development, productivity, perceptions or beliefs occur both in followers and the organization. Transformational leadership theory has been expanded and extended by numerous authors and has been the focus of research studies over the years. According to Leithwood (1994), there are four dimensions of transformational leadership and behaviours. However, only three appeared to be relevant to school leadership. They are; Charisma / Inspiration / Vision; Individual consideration and intellectual stimulation. The leadership style a principal practices and teacher job performance are determinants of effectiveness or otherwise of educational improvements in schools in Anambra State. An empirical study of the relationship between these two determinants of school growth is a worthwhile effort towards educational advancement.

### **Statement of the Problem**

Interests in the concept of transformational leadership styles has been gaining grounds among researchers and other administrators in recent times (Trimizi, 2001; Barnett, McCormick & Conners, 2001; Kouzes and Posner, 2002a; Yu, Leithwood & Jantiz, 2002; &Varaki, 2003). Theoretical analyses of contemporary leadership indicate that transformational leadership associated with charisma and participatory administration, provide a window of opportunity for principals to positively influence staff to perform beyond expectations and is critical in moving staff towards a high level of disciplined behaviour (Leithwood, 1994 & Roach, 1994). The extent to which principals practice transformational leadership style in running their schools in Awka South Local Government Area of Anambra State is not clear. So far, there is paucity of research investigation around Anambra State that relates teacher job performance to transformational leadership style of principals. The problem of this study is therefore, what is the relationship between principals' transformational leadership style and teacher job performance in Awka South Local Government Area of Anambra State?

## **Purpose of the Study**

The purpose of this investigation was to determine the relationship between principals' transformational leadership style and teacher job performance in Awka South Local Government Area of Anambra State. Specifically, the study aimed to determine:

1. The teachers' perception of their principals' transformational leadership practices in running their schools.
2. The male and female teachers' perception of their job performance.
3. The relationship between principals' transformational leadership style and teacher job performance in Awka South Local Government Area of Anambra State.

## **Research Questions**

The following research questions guided the study:

- i. To what extent do teachers perceive their principals leadership practices as transformational?
- ii. How do male and female teachers perceive the level of job performance among teachers in schools?
- iii. What is the relationship between principals' transformational leadership style and teacher job performance in Awka South Local Government Area of Anambra State?

## **Research Hypothesis**

The following null hypothesis guided the study:

There is no significant relationship between the principals' transformational leadership style and teachers' level of job performance in Awka South Local Government Area of Anambra State.

## **Methodology**

### **Design**

The study was a correlation study. According to Osebgo & Ifeakor (2011), the extent of relationship or association between two or more variables can be obtained through a statistical procedure known as correlation. In this study the design was used to clarify through the use of correlation coefficients the relationship between principals' transformational leadership practices and teachers' job performances in Awka South Local Government Area of Anambra State.

The population of the study was all the 600 teachers (100 males and 500 females), who are teaching in the 18 secondary schools in Awka South Local Government Area of Anambra State (Post Primary Education Board, Awka, 2014).

## **Instrumentation**

A researcher-constructed questionnaire titled: Observed Principal Leadership Practices and Teacher Job Performance Questionnaire (OPLPTJPQ) was used to collect data. The construction of the questionnaire was guided by views and findings obtained from related literature and survey instruments. The questionnaire has three parts: A, B, & C. Part A elicited background information from the respondents. Part B comprised of 24 items concerning the TLS, while part C comprised 25 items that were concerned with teacher job performance. The items were structured on a Modified Likert Type Four-Point Scale weighted as follows: Strongly Agree-SA (4points); Agree-A (3 points); Disagree-D (2 Points) & Strongly Disagree-SD (1 Point).

The content and face validity of the instrument were determined by giving the questionnaire to two experts in Educational Administration, and an expert in Measurement and Evaluation. They offered useful suggestions which helped to modify some items in the questionnaire.

To ensure the reliability of the instrument, the researcher administered the instrument on twenty teachers from a secondary school in Delta State who was not part of the target population. The researcher waited for them to complete the questionnaire before retrieving them. The scores were coded into the SPSS batch system for computer analysis. The OPLPTJPQ yielded a Cronbach alpha coefficient of .89. This result is an indication of the internal consistency of the instrument, which was considered satisfactory and reliable for the study.

On-the-spot method was adopted by the researcher with the help of three trained researcher assistants in distributing copies of the questionnaire to ensure maximum recovery of the questionnaire administered. 100% of the questionnaire copies were recovered fully completed.

Means and Pearson Product Moment Correlation were used in answering the research questions. The mid point for the scale is 2.50. Thus, only scores of 2.50 and above are accepted as an indication of agreement with the statement, while mean ratings below 2.50 were regarded as an indication of disagreement with the statement.

## **Result**

**Research Question one:** To what extent do teachers perceive their principals leadership practices as transformational?

**Table 2: Mean Ratings of the items on Principals Transformational Leadership Practices**

<b>Item No</b>	<b>Leadership Practices The Principal</b>	<b>Teacher</b>
1.	Demonstrates confidence in decision-making skills of teachers	2.58

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2. Empathizes with individual needs of teachers	3.56
3. Establishes good relations with staff	3.52
4. Genuinely cares for teachers' welfare and expresses this compassion in actions	3.27
5. Encourages and appreciates the spirit of creativity and imagination in teachers	2.85
6. Inspires teachers to perform gainful task requirements	3.40
7. Discusses conflicting issues and reaches compromise with teachers	2.96
8. Expresses confidence in the vision of the school and that of the teachers	3.38
9. Convinces teachers to accept and implement ideas and innovations	3.68
10. Creates a strong sense of purpose among teachers	2.32
11. Aligns programmes to suit individual and organizational needs	3.43
12. Motivates teachers to perform more than they think is possible	3.88
13. Demonstrates an inclusive vision	2.44

**Grand Mean** **3.17**

Analysis in Table 2 reveals that teachers scored only items 10 and 13 below the acceptable mean of 2.50, while they scored the rest of the items generally above the acceptable mean of 2.50; from 2.58-3.88, with a grand mean of 3.17. This showed that teachers perceived their principals leadership practices as transformational to a great extent.

**Research Question Two:** How do male and female teachers perceive the level of job performance among teachers in schools?

**Table 2: Mean Ratings of items on Job Performance among male and female Teachers**

Item No	Teachers	Male Teachers X	Female Teachers X
1.	Regularly and punctually report to school and classes	3.32	3.43
2.	Cooperate with the principal to achieve school objectives	3.22	3.62
3.	Accept extra responsibilities the principal endorses	2.33	2.42
4.	Carry out tasks with commitment	2.53	3.52
5.	Disobey the principals instruction more frequently	3.26	3.76
6.	Supervises students classroom works	3.38	3.22
7.	Accepts to accomplish innovations and involves in the planning	3.33	1.36
8.	Respects school guidelines and patterns of performing tasks	3.78	3.00
9.	Dresses neatly and decently	3.52	3.75
10.	Keeps high morale tone	3.83	3.83
11.	Teaches in assigned classrooms	3.53	3.66
12.	Plans and prepares lessons	3.67	3.55
13.	Prepares the laboratory materials for science subjects	3.56	3.67
14.	Makes reports to parents/guardians to keep them informed for the purpose of securing proper guidance for the learner.	1.27	3.87
15.	Attends departmental meetings whenever these are convened as well as PTA meetings	3.38	3.65

16. Takes part in professional writing or reading	2.22	2.44
17. Attends professional lectures	2.33	3.34
18. Supervises games, agricultural activities, meals.	3.67	3.55
19. Supervises students' extra-curricular activities.	3.51	2.44
20. Obeys instruction from departmental heads	3.66	3.62
21. Takes part in the general life of the school	3.33	2.16
22. Keeps records of learners' progress	3.32	3.34
23. Sets, marks, and assesses written works	4.00	4.00
24. Engages in activities that improve school image	3.32	3.62
<b>Grand Mean</b>	<b>3.03</b>	<b>3.01</b>

Analysis on Table 2 reveals that items 3, 5, 14, 16, and 17 scored less than 2.50 for male teachers. The other items scored up to 2.50. For the female teachers, items 3, 7, 16, 19 and 21 scored below the acceptable mean score of 2.50. The remaining items scored above the acceptable mean score of 2.50. The conclusion based on the grand mean is that both the male and female teachers rated their level of job performance high.

**Research Question Three:** What is the relationship between principals' transformational leadership style and teacher job performance in Awka South Local Government Area of Anambra State?

The ratings of the male and female teachers on their principals' transformational leadership style (TLS) were correlated with their ratings on the level of teacher job performance (TJP) among male and female teachers. The summary is shown on Table 3.

**Table 3:** Computation of Pearson "r" for the relationship between TLS and TJP among male and female teachers

Variables	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	$r$
TLS (X) and Male						
TJP (Y)	41.21	34.20	1178.2	1163.24	132180	0.56
TLS and Female TJP	41.21	60.6	1698.26	3639.09	433712	0.82

On Table 3, the TLS was strongly and positively correlated with TJP among male and female teachers ( $r=0.56$ , and  $0.82$ )

### Discussion of Findings

Responses to research question one whose analysis was presented on Table 2 reveals that teachers scored only items 10 and 13 below the acceptable mean of 2.50, while they scored the rest of the items generally above the acceptable mean of 2.50; from 2.58-3.88, with a grand mean of 3.17. This showed that teachers perceived their



principals leadership practices as transformational to a great extent. Going by the claims of the capability of transformational leadership in achieving school goals enunciated by Varaki (2003), one would appreciate the prevalence of this transformational leadership with the hope that it would motivate teachers to be more committed with their jobs to achieve better results in the school. Consistently, Abu-Tineh, Khasawneh, & Omary, (2009) noted that TLS has the potential for building a high level of commitment in teachers. Therefore, there is every hope that teachers in the studied area would be motivated to perform more than they think is possible, which is a good omen for education. Transformational leaders are purported to inspire followers to contribute beyond expectations (Silins & Mulford, 2002).

The response to research question two as shown on Table 2 shows that items 3, 5, 14, 16, and 17 scored less than 2.50 for male teachers. The other items scored up to 2.50. For the female teachers, items 7, 16, 19 and 21 scored below the acceptable mean score of 2.50. The remaining items scored above the acceptable mean score of 2.50. The conclusion based on the grand mean is that both the male and female teachers rated their level of job performance high. From the mean responses, the prominent jobs they perform include: Sets, marks, and assesses written works; Teaches in assigned classrooms; Engages in activities that improve school image; Supervises students classroom works; Obeys instruction from departmental heads. This finding supports earlier findings by Ukeje, Akabogu and Ndu, (1992) that the teacher spends more than forty hours a week on various types of works, all of which are a part of teaching in assigned classrooms. This involves planning and preparation of lessons, preparation of the laboratory materials for science subjects, teaching, setting, marking, as well as assessing written works, keeping records of learners' progress, making reports to parents/guardians to keep them informed for the purpose of securing proper guidance for the learner. In other words, teachers are expected to display a high level of discipline and commitment in carrying out their jobs as well as complying to a large extent, with the principal's directives.

On Table 3, the TLS was strongly and positively correlated with TJP among male and female teachers ( $r=0.56$ , and  $0.82$ ). The finding is in agreement with Ukeme (1990), Meyer (1992) in their various studies who observed that principals' leadership style significantly influence teacher job performance. Leaders who demonstrated behaviors of a more transformational nature resulted in a more positive morale among stakeholders (Sun, 2004).

## **Conclusion**

From this study, it was found that principals' leadership practices in secondary schools in Awka South Local Government Area of Anambra State are transformational to a great extent. Also, it was found that both the male and female teachers rated their level of job performance high and the TLS was strongly and positively correlated with

TJP among male and female teachers ( $r=0.56$ , and  $0.82$ ). The researcher therefore, concluded that great leaders shape the climate or culture of an organization in a manner that it facilitates success and inspires others to do extraordinary things by turning challenges into opportunities. Also, supportive and encouraging principals who were also intellectually stimulating and living examples of excellence build better working relationships and environments; hence influence higher teacher job performance.

### **Recommendations**

Based on the findings the following recommendations are made:

1. Principals should adopt TLS in order to create a climate of mutual respect, commitment, collaboration, and trust in the schools for optimal goal achievement.
2. Principals should encourage their teachers take part in the professional organizational life such as writing or reading professional write ups in papers or regular magazines when available, as well as attending professional lectures.
3. Principals should encourage their teachers to make reports to parents/guardians to keep them informed for the purpose of securing proper guidance for the learners.

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