PRINCIPALS' TRANSFORMATIONAL LEADERSHIP STYLE AS CORRELATE OF TEACHERS' JOB PERFORMANCE IN SECONDARY SCHOOLS IN DELTA STATE, NIGERIA.

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ABSTRACT

The purpose of the study was to determine principals' transformational leadership style as correlate of teachers' job performance in secondary schools in Delta State. Four research questions were raised for the study while four null hypotheses were tested at 0.05 level of significance. Correlation research design was adoption for the study. 11, 445 teachers in 467 public secondary schools in Delta State consisted the population of the study. The sample of this study was made up of 480 teachers in public secondary schools which was obtained through multi-stage sampling procedure. Principals' Transformational Leadership Style Questionnaire (PTLQ) and Teacher Job Performance Questionnaire (TJPQ) were used to collect data. The instruments for data collection was validated by three experts. The reliabilities of PTLQ and TJPG were determined using Cronbach alpha method. The reliability coefficients of 0.82, 0.80, 0.84 and 0.86 were obtained respectively for the four clusters in PTLQ. The general reliability of the PTLQ showed a result of 0.83 which is a high coefficient. The reliability coefficient of 0.86 was obtained for the TJPQ which was high to prove it as reliable. Data collected were analyzed using Pearson Moment Correlation Coefficient and t-test. The findings of the study revealed that a high positive relationship existed between principals' inspirational motivation and teachers' job performance; a very high positive relationship between principals' intellectual stimulation and teachers' job performance; a moderate positive relationship existed between principals' individualized consideration and teachers' job performance while a high positive relationship between principals' idealized influence and teachers' job performance. The implications of the study were brought to the fore and it was recommended among others that principals should design manpower development exercises in line with the individual needs of their teachers so as to enhance teachers' job performance. Lastly, suggestions for further studies were made.

Keywords: Principal, Transformational Leadership Style, Teachers Job Performance**.**

Introduction

Principals' transformational leadership style describes a style of leadership where the principal influences teachers towards achievement of institutional goals 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. For this reason, they require abilities such as being team-oriented, strong communicators, team players, problem solvers, change makers and transformational leaders. According to Balyer (2012), there are four components or elements of principal transformational leadership styles namely; inspirational motivation, intellectual stimulation, individualized consideration and idealized influence.

Inspirational motivation involves principals' ability to motivate followers so that they are able to perform beyond the expectation. This characteristic involves the principal's ability to communicate clearly the shared vision so that the workers get inspired to achieve important organizational strategic goals. Inspirational motivation is creation of team spirit by the principal to reach educational goals (Andriani et al. 2018). Inspiration motivation arises where the principal inspires confidence, motivation and a sense of purpose in his/her staff. Here, the principal communicates an appealing vision and creates team spirit among the teachers. Inspirational motivation is complemented by intellectual stimulation.

Intellectual stimulation means the principal's consistent effort to stimulate staff to be innovative and creative as well as the principal's effort to encourage staff to question assumptions and to reframe

problems and approach them in new ways. Intellectual stimulation arises where the principal motivate followers by growing their creativity and thus becoming better decision makers (Jandaghi *et al*., 2015). It centers on the rationale behind each decision and by extension, captures the motivation of followers towards innovative ways of proffering solutions to organizational problems. Besides intellectual stimulation, individualized consideration can also be exuded by principals.

Individualized consideration involves principal's capability to treat each staff individually by giving them personal attention. Such leaders can act as a trainers and advisors to the teachers and staff (Efendi, 2015). Individualized consideration within transformational leadership style arises where the principal understands individual needs and differences among teachers. It refers to the situation where the principal provides support, encouragement, and development to the teachers. The principal models the way and seizes opportunities to celebrate individual contribution or progress (Bass, 2008). This enables teachers to grow continually and achieve higher potentials. Individualized consideration can hardly be separated from idealized influence or charisma.

Idealized influence or charisma is the first element which involves demonstrating behaviour such as serving as a role model, setting high standards of moral values, communicating the importance of a collective sense of vision and sacrificing for the benefit of the group. Idealized influence has been associated with a leader who is charismatic, ethical and exudes the ability to effectively communicate their organizational vision to subordinates (Ngaithe *et al*., 2016). The afore-mentioned leaders show strong personal values that set them apart from the rest and establish positive images for their followers (Gomes, 2014). This helps to build trust which in turn results in confidence from the teachers.

It is worthy of note to state that most school principals knowingly or unknowingly apply Transformational leadership style in their day to day administrative chores. According to Andriani et al. (2018) no matter the type of leadership style adopted by principals in schools, an aspect of transformational leadership style must be seen, which may suggest that all schools head apply Transformational leadership style. This is evident in the four components of transformational leadership styles which clearly shows the leadership functions of the principal often practiced in the school system. Although, most principals do not just adopt a particular leadership style, they tend to use different styles depending on what is at stake at the moment. The choice of the leadership style a principal practices could be a determinant of teacher job performance in schools.

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 teachers' job performance is developed around the principals' styles of leadership.

Teachers' job performance is the duties performed by a teacher at a particular period within the school system for the achievement of organizational goals. Teacher's job performance implies task performance involving teachers' activities that contribute to the organizational value, and could be direct or indirect based on the status of the teacher involved in the organizational activities under the directive of the principal. A well-defined job description can enhance performance and also assist in its measurement (Igbokwe et al, 2016). Every job in the secondary school system is carried out by the school staff, either by the academic or non-academic staff, and staff job performance is assessed based on the staff activities in the school as directed by the principal. The implication is that the action of the principal determines the teacher activities, directly or indirectly, and accounts for teacher job performance in the school. The Principal identifies the basic areas of teachers' needs and attends to them accordingly to attain the teachers' job performance target in the school.

Jobs performed by teachers in the school include: planning and preparation of lessons; preparation of the laboratory materials for science subjects; teaching; setting; marking, and assessing written works. Additionally, teachers get involved in keeping records of learners' progress; making reports to parents/guardians to keep them informed for the purpose of securing proper guidance for the learner. Going further, they take part in the general life of the school i.e; 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. On the other hand, professional activities 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'.

In the course of determination of teacher's job performance, principals' skills, time

management, organizational skills and productivity to analyze each teacher on an individual basis are taken into account (Hose, 2017). Hose added that teacher job performance reviews are often done yearly and can determine raise eligibility, whether an employee is right for promotion or even if a teacher should be fired. Teacher job performance is an issue that must be taken seriously in a school.

Teacher job performance has been a matter of concern to many educationists. It is therefore, not surprising that there is pressure mounted on principals of secondary schools in Nigeria to ensure teacher job performance. It seems however, that many principals have not considered their styles of leadership as determinants of teachers' job performance in their schools (Ozuruoke, Ordu, & Abdulkarim, 2011). Hence, they further pointed out that some principals seem to find it difficult to effectively administer their schools. It must be stressed that education cannot be an instrument for achieving national development where the secondary education is not effectively managed by the principals to accomplish its aims and objectives. How effective the principal is in performing these roles has been a matter of concern to many educationists and other stake holders. This is because, their leadership style may negatively affect teachers' performance in a school.

The researcher's visit to some of the secondary schools in Delta State as a local government administrator revealed that many of the teachers come late to work, reluctant to write lesson notes, quarrel with colleagues, unhappy with the school principals, tardiness, low morale, absenting from work, dodging responsibilities, lack zeal in record keeping, ingenuity in teacher- student relationship, among others. This raised pertinent question as to the factors responsible for this worrisome trend in the various schools visited? Could it be the leadership styles adopted by these principals in their various schools? Or the method by which they apply the leadership style. Although, there are numerous principal's leadership styles apart from transformational leadership that could be associated with teachers' job performance, but it is evident According to Andriani et al. (2018) that no matter the type of leadership style adopted by principals in schools, an aspect of transformational leadership style must be seen, which may suggest that all principal apply transformational leadership style. Determining the relationship between principal's transformational leadership style and teachers job performance in secondary schools in Delta State is the problem that motivated the study.

Purpose of the Study

The main purpose of the study is to investigate principals' transformational leadership style as correlate of teachers' job performance in secondary schools in Delta State. Specifically, the study seeks to:

1. Determine the relationship between principals' inspirational motivation and teachers' job performance.
2. Find out the relationship between principals' intellectual stimulation and teachers' job performance.
3. Determine the relationship between principals' individualized consideration and teachers' job performance.
4. Ascertain the relationship between principals' idealized influence and teachers' job performance.

Research Questions

The following research questions will guide the study:

1. What is the relationship between principals' inspirational motivation and teachers' job performance?
2. What is the relationship between principals' intellectual stimulation and teachers' job performance?
3. What is the relationship between principals' individualized consideration and teachers' job performance?
4. What is the relationship between principals' idealized influence and teachers' job performance?

Hypotheses

The following null hypotheses will be tested at 0.05 level of significance:

1. There will be no significant relationship between principals' inspirational motivation and teachers' job performance.
2. There will be no significant relationship between principals' intellectual stimulation and teachers' job performance.
3. There will be no significant relationship between principals' individualized consideration and teachers' job performance.
4. There will be no significant relationship between principals' idealized influence and teachers' job performance.

METHOD

This study which was conducted in Delta State Nigeria, adopted a correlational research design, with a population of size all 11, 445 teachers in the 467 public secondary schools in Delta State. The sample for the study comprised 480 teachers in public secondary schools in Delta State using Multi-stage sampling procedure. The study used two sets of questionnaire to elicit data from the respondents. The first questionnaire is titled "Principal Transformational Leadership Questionnaire" (PTLQ). PTLQ was adopted from Multi-Factor Leadership Questionnaire" developed by Bass and Avolio (1995) which contains 20 items. The second questionnaire is titled "Teacher Job Performance Questionnaire" (TJPQ). TJPQ was adapted from Halim and Sefer (2013) task performance scale, with a total of 18 items. Both instruments were drafted in a way that the respondents will respond in the mode of four-point rating scale of: Strongly Agree (SA=4), Agree (A=3), Disagree (D=2), and Strongly Disagree (SD=1).

The PTLQ and TJPG validated by three experts, while their reliabilities were determined using Cronbach alpha method. The reliability coefficients of 0.82, 0.80, 0.84 and 0.86 were obtained respectively for the four clusters of the PTLQ while, for TJPQ, a reliability coefficient of 0.86 was obtained which were high to prove that both PTLQ and TJPQ were reliable. The researcher with the help of three research assistants administered the questionnaire to the respondents. Pearson Moment Correlation Coefficient was used to analyze the data related to the research questions by finding the relationship between the two variables. In taking decisions in research questions, Nwana (2009) suggestions were be used. Thus, the correlation coefficient (r) with scores; 0.00 – 0.20 = Very low relationship, 0.20 – 0.40 = Low relationship, 0.40 – 0.60 = Moderate relationship, 0.60 – 0.80 = High relationship, 0.80 – 0.10 = Very high relationship. The hypotheses were tested with t-test at 0.05 level of significance. In taking decisions on the hypotheses, the null hypothesis is rejected if the calculated value is greater than then critical value.

Presentation of Results

The presentation was sequentially done starting with the research questions and then the null hypotheses.

Research Question One: What is the relationship between principals' inspirational motivation and teachers' job performance?

Table 1: Pearson r on the Relationship between Principals' Inspirational Motivation and Teachers' Job Performance

Source of Variation	N	R	Remark
Inspirational Motivation	472	0.637	High Positive Relationship
Job Performance			

Table 1 shows that there is a high positive relationship between principals' inspirational motivation and teachers' job performance. This is evident by the size of the Pearson's Correlation Coefficient r, which is 0.637.

Research Question Two: What is the relationship between principals' intellectual stimulation and teachers' job performance?

Table 2: Pearson r on the Relationship between Principals' Intellectual Stimulation and Teachers' Job Performance

Source of Variation	N	R	Remark
Intellectual Stimulation	472	0.838	Very High Positive Relationship
Job Performance			

Table 2 shows that the Pearson's r=0.838. This is an indication that there is a very high positive relationship between principals' intellectual stimulation and teachers' job performance.

Research Question Three: What is the relationship between principals' individualized consideration and teachers' job performance?

Table 3: Pearson r on the Relationship between Principals' Individualized Consideration and Teachers' Job Performance

Source of Variation	N	R	Remark
Individualized Consideration	472	0.508	Moderate Positive Relationship
Job Performance			

Analysis in Table 3 shows that there is a moderate positive relationship (r=0.508) between principals' individualized consideration and teachers' job performance.

Research Question Four: What is the relationship between principals' idealized influence and teachers' job performance?

Table 4: Pearson r on the Relationship between Principals' Idealized Influence and Teachers' Job Performance

Source of Variation	N	R	Remark
Idealized Influence	472	0.792	High Positive Relationship
Job Performance			

Table 4 shows that there is a high positive relationship between principals' idealized influence and teachers' job performance. This is evident by the size of the Pearson's Correlation Coefficient r, which is 0.792.

Hypothesis One: There is no significant relationship between principals' inspirational motivation and teachers' job performance.

Table 6: Test of Significance of Pearson Correlation between Principals' Inspirational Motivation and Teachers' Job Performance

Source of Variation	N	r	p-value	Remark
Inspirational Motivation	472	0.637	0.00	Sig
Job Performance				

Analysis in Table 6 shows that there is a significant relationship between principals' inspirational motivation and teachers' job performance. The calculated r (0.637) had *P*.value <0.05. The 1st null hypothesis was therefore rejected.

Hypothesis Two: There is no significant relationship between principals' intellectual stimulation and teachers' job performance.

Table 7: Test of Significance of Pearson Correlation between Principals' Intellectual Stimulation and Teachers' Job Performance

Source of Variation	N	r	p-value	Remark
Intellectual Stimulation	472	0.838	0.00	Sig
Job Performance				

As shown in table 7, there is a significant relationship between principals' intellectual stimulation and teachers' job performance. r, (472) = 0.838, P <0.05. The 2nd null hypothesis was therefore rejected.

Hypothesis Three: There is no significant relationship between principals' individualized consideration and teachers' job performance

Table 8: Test of Significance of Pearson Correlation between Principals' Individual Consideration and Teachers' Job Performance

Source of Variation	N	r	p-value	Remark
Individual Consideration	472	0.508	0.00	Sig
Job Performance				

Table 8 shows that the there is a significant relationship between principals' individual consideration and teachers' job performance. The calculated r which is 0.508 had P.value <0.05. The 3rd null hypothesis was rejected.

Hypothesis Four: There will be no significant relationship between principals' idealized influence and teachers' job performance.

Table 9: Test of Significance of Pearson Correlation between Principals' Idealized Influence and Teachers' Job Performance

Source of Variation	N	r	p-value	Remark
Idealized Influence	472	0.792	0.00	Sig
Job Performance				

The analysis displayed in Table 9 indicates that there is a significant relationship between principals' idealized influence and teachers' job performance r. (472) = 0.792, P <0.05. The 4th null hypothesis was therefore rejected.

Summary of Findings

1. A high positive relationship existed between principals' inspirational motivation and teachers' job performance.
2. There is a very high positive relationship between principals' intellectual stimulation and teachers' job performance.
3. A moderate positive relationship existed between principals' individualized consideration and teachers' job performance.
4. There is a high positive relationship between principals' idealized influence and teachers' job performance.
5. There is a significant positive relationship between principals' inspirational motivation and teachers' job performance.
6. A significant positive relationship between principals' intellectual stimulation and teachers' job performance.
7. There is a significant positive relationship between principals' individual consideration and teachers' job performance.
8. There is a significant positive relationship between principals' idealized influence and teachers' job performance.

Discussion of Results

The results from the findings are discussed under the following sub-themes:

1. Relationship between principals' inspirational motivation and teachers' job performance.
2. Relationship between principals' intellectual stimulation and teachers' job performance.
3. Relationship between principals' individualized consideration and teachers' job performance.
4. Relationship between principals' idealized influence and teachers' job performance.

Relationship between principals' inspirational motivation and teachers' job performance

The indication of the findings of the study is that a high positive relationship existed between principals' inspirational motivation and teachers' job performance. More so, a significant positive relationship existed between principals' inspirational motivation and teachers' job performance. The findings are consistent with the assertions of Hayati *et al*. (2014) that transformational leaders who are given to inspiration motivation draw a strict and positive view of the future for their subordinates and motivate them towards the attainment of organizational aims and mission while encouraging their followers to become part of the overall organizational culture and environment. Hayati *et al*. further stated that inspirational motivation leader is a symbol of courage for subordinates and encourages them to achieve more than they want for their self-interest. Here, leadership is exemplary with a view to achieving organizational goals. The findings of the current study further agree with the position of Ahmad *et al*. (2014) that inspirational motivation leaders motivate employees by accepting difficulties and challenges and acting as role models for the subordinates so as to ensure job performance. Furthermore, Metwally *et al*. (2014) asserted that transformational leaders are able to encourage followers to go beyond self-interest for corporate good. These crop of leaders motivate employees to achieve organizational goals inspite of the past teething challenges.

Relationship between principals' intellectual stimulation and teachers' job performance.

The indication of the findings of the study is that a very high positive relationship existed between principals' intellectual stimulation and teachers' job performance. More so, a significant positive relationship existed between principals' intellectual stimulation and teachers' job performance. The findings of the study are in consonance with Jyoti and Bhau (2016); Uzoechina and Oguegbu (2015) who noted that transformational Leadership Style was strongly and positively correlated with teacher job performance among male and female teachers. Moreover, the findings of the study concur with the assertion of Ogola, Sikalieh and Linge (2017) established that by persistently probing for fresh knowledge, intellectual stimulation leaders continuously impart, exemplify, promote and acquire new resourceful ideas for enhancing job performance. Going further, Sharma (2016) noted that transformational leaders permit followers to "think outside the box", encourage followers to evolve novel ways of looking at things and to be creative in performing their duties. Intellectually stimulated leaders take into cognizance the sentiments of employees even when they are at variance with the views held by the leaders. In line with the findings of the present study, Jandaghi *et al*. (2015) observed that, transformational leaders always direct their followers to find the solution to problems in a logical manner rather than in a traditional setup.

Relationship between principals' individualized consideration and teachers' job performance

The findings of the study showed that there was a moderate positive relationship between principals' individualized consideration and teachers' job performance. Again, a significant positive relationship existed between principals' individualized consideration and teachers' job performance. The findings of the study concur with the position of Goddey (2017) that a positive relationship existed between principals' transformational leadership style and staff job performance. This position is rather re-inforced by Ahmad *et al*. (2014) who stated that individualized consideration leaders are sensitive to the employees and that the employees are happy with the personal attention accorded them. Individualized consideration principals are respecter of teachers' opinions and sentiments expressed in furtherance of the organizational goals. Furthermore, Awan and Anjum (2015) noted that, individualized consideration style leaders are good managers of conflicts. Awan and Anjum added that the foregoing is achieved by ensuring collaborative decision-making, open communication, regular feedback and timely resolution of conflict. All these are geared towards engendering teachers' performance.

Relationship between principals' idealized influence and teachers' job performance

The revelation of the findings of the study is that a high positive relationship existed between principals' idealized influence and teachers' job performance. Again, the findings of the study showed a significant positive relationship between principals' idealized influence and teachers' job performance. Put differently, principals who inspire their teachers via motivation are likely to have teachers who discharge their statutory duties efficiently for organizational performance. This is consistent with the position of Gavrea *et al*. (2011) that a perfect blend of time, effort, commitment and investment is necessity for the achievement of organizational vision and mission. Going further, the findings align with the position of Gomes (2014) that a transformational leader that is given to idealized influence is willing to take risks towards the attainment of organizational goals or personal objectives. Leaders in the organizations influence employees via the effective communication of the organizational vision. More so, they employ the use of reinforcement strategies (such as fringe benefits, promotion) to recognize employee involvement in achieving the organization's vision. The afore-mentioned findings are in consonance with those of Krishna (2011) that leaders can influence followers to adopt a team-oriented approach in performing their tasks through team building and establishing goals for teams. Additionally, the findings of the study are in agreement with Cavazotte *et al*. (2013) who stated that idealized influence leaders could positively impact team interpersonal processes through their outcomes. Cavazotte *et al*. added that such leaders impact cohesion through visioning behaviours involving rapport building and empathetic language.

Conclusions

In view of the findings of the study, it was concluded that a positive relationship existed between principals' transformational leadership style and teachers' job performance. It was further concluded that a significant relationship existed between principals' transformational leadership style and teachers' job performance.

Recommendations

In line with the findings of the study, certain recommendations were advanced. These include:

1. Principals should show sensitivity to their needs of teachers when planning, assigning them tasks or making decisions so as to enhance their job performance.
2. Principals should continuously motivate teachers at all levels in the school with a view to enhancing their job performance.
3. Principals should constantly evolve creative and innovative ideas for proffering lasting solutions to organizational problems while encouraging teachers to find solutions in a logical manner. That way, their job performance will be improved upon.
4. Principals should design manpower development exercises in line with the individual needs of their teachers so as to enhance teachers' job performance.

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