

School Administrators' Transformational Leadership Practices for Enhancing Teachers' Productivity in Secondary Schools in Calabar Education Zone of Cross River State, Nigeria

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Abstract

The study investigated school administrators' transformational leadership practices for enhancing teachers' productivity in secondary schools in Calabar Education zone, Cross River State Nigeria. Correlational research design was adopted for the study. The population of the study comprised all principals in the 46 public secondary schools in Calabar education Zone. The 46 secondary schools were purposively selected as sample of the study. Three hypotheses were formulated to guide the study. Data for the study were collected using a structured questionnaire titled "school administrators transformational leadership practices and teachers productivity questionnaire (SATLPTPQ)." The instrument was face validated by two experts in test and measurement in University of Calabar. The reliability of the instrument using Cronbach alpha yielded an index of 0.86 which was considered appropriate for the study. Data collected were analyzed using Pearson product moment correlation analysis. The results revealed that there is significant positive relationship between transformational leadership practices in terms of teacher mentoring, provision of ICT facilities, involvement of teachers in decision making and teachers productivity. Based on the results, it was recommended among others that government should organize and sponsor capacity building program for teachers. School administrators should also draw up mentorship programs for teachers.

Keywords: school administrators, transformational leadership, teachers, productivity

INTRODUCTION

Teachers are widely recognized as the pivot of the success of educational institutions. They are responsible for translating educational policies into practical school activities in order to ensure that desired educational outcomes are attained. Overall school success and attainment of educational goals is therefore tied to the level of productivity of teachers in their assigned roles.

Teacher productivity refers to how efficiently and effectively teachers perform their tasks and contribute to the overall achievement of school goals. Schools just like every other formal organization depends on the productivity of its employees especially the teachers for its success and sustainability. The major tasks performed by teachers includes; lesson presentation, classroom management, students' evaluation and records management. Teachers use a combination of various skills and resources to carry out these tasks. A productive teacher is one whose students are high academic achievers. They use proper lesson plans and well-designed tests and assignments to propel students to always strive for excellence. They have good mastery of their subjects and deploy very effective pedagogical strategies in lesson delivery and classroom organization. Students/pupils who passed through the tutelage of productive teachers can demonstrate proficiency in both character and learning (Owoh, 2022).

Productive teachers are the desire of a every school administrator because of the their immense contribution to school effectiveness. According to Umui (2019), it is practically obvious that the productivity of teachers in any school system has direct connection with their level of job satisfaction, motivation, availability of teaching facilities and the leadership style of the school administrator. Okobi (2012) posited that the leadership style adopted by school administrators may have a great impact on the productivity of teachers.

Generally, leadership is seen as the process by which a member of a group or organization persuades and influences the attitudes and actions of others towards the achievement of set goals. In every organization, employees depend on their leaders for direction and inspiration. In the school system, administrators are also school leaders responsible for the overall coordination, organizing and motivation of staff (Tufi,2023). Over the years, school leaders have alternated between democratic, autocratic and laissez-faire leadership styles which are most common and widely known. However, in the present 21st century education, the dynamics are changing. So many educational processes are being altered by technology. Teachers' roles are also increasingly becoming multifaceted and compounded. Societal demands and expectations for schools to churn out individuals with required expertise and skills to become active citizens is also increasing. Some teachers are at cross roads as to how to navigate the new educational terrain with success. Nnaji et al (2023) stated that what schools of the new era needs is an administrator with transformational mindset. Educational intuitions need transformational leaders in order to succeed.

According to Buala (2019), transformational leadership is the leadership approach in which the leader inspires and motivates the subordinates to work willingly, cooperatively and enthusiastically towards the accomplishment of organizational goals. Transformational leaders are change agents who encourages, inspires and motivates employees to be innovate and create the change necessary to shape the future success of any organization. They are visionaries who are always articulating and identifying innovative ways, strategies and trends in technology and human relationships that will propel organizations towards greater accomplishments. Transformational leaders lead by example through setting goals and stimulating others toward the collective achievement of the set goals (Yolanda 2022). This type of leadership style usually trusts trained employees to take authority over decisions in their assigned jobs (Hans 2020). They also give employees more room to be creative, futuristic and to find new solutions to old problems (Duala,2019).

In other to achieve organizational goals, transformational leaders deploy various unique strategies to maximize the efforts and expertise of their subordinates. According to Keoly (2020), transformational leaders ensure that staff get necessary training to perform their specific duties. They also create open communication channels to ensure that every organizational is abreast of organizational activities and decisions. Modern managers are deploying information and communication technology (ICT) resources in the dissemination of information and in the performance of organizational tasks (Bonns,2022). Sati (2023) noted that transformational organizational leaders invest in Technology and also encourage subordinates to embrace technology in order to enhance their productivity (Keoly 2020). The level of a teacher commitment and output may be dependent on the level of provision of modern teaching and learning facilities as well as school leadership disposition (Uko and Nnaji,2015)

Managers who are transformational leaders are mentors to their employees. Reucca (2021) noted that there is a link between an inspiring leadership and a productive workforce. Mcpartland (1985) described the role of a mentor to include advising, teaching, providing feedback, exposure, sponsorship and rehearsing the strategies needed to navigate the terrain of the professional environment. Through mentorship, managers are able to inspire the staff to put their best on the job (David,2019). As part of mentorship, duties and responsibilities are assigned to staff mentees to strengthen their abilities and competences.

A transformational school administrator will be concerned about how to bring about significant positive change in their schools by integrating various practices. A transformational school principal will use a mix of strategies to properly develop their subordinates to meet school system challenges (Godibo, 2020) Uboho (2019) opined that when teachers are well managed, they will put in their best on the job and their productivity will soar. Magnus (2023) stated that involvement of staff in decision making is a morale booster that can potentially propel workers to higher performance. Ubaf (2020) found that employees who were involved in decision making by their managers were motivated to work extra time in their assigned duties. Remah (2018) Submitted that involvement of staff in decision making is a good strategy for visionary organizational leaders who desire positive change for their organizations.

Teachers at every level of the education system will perform optimally when the administration creates motivating conditions. Unfortunately, there are indications that teachers in public secondary schools in Calabar education no longer perform their duties effectively. Poor productivity in this area has become prevalent. Observations by the researchers showed that teachers do not prepare their notes of lessons before instructional delivery, use of inappropriate methods of students' evaluation, lukewarm attitude in keeping the school statutory records, ineffective classroom management, lateness to classes, late marking of student's tests and other unwholesome behaviours are rife among teachers in this education zone. The resultant effect of this teachers' low productivity is the increasing failure rate of students in both internal and external examinations, increase in deviant behaviours such as drug/substance abuse and other in disciplinary behaviours among the students of these schools.

To militate this resultant impact of low productivity of teachers on the students, the government has embarked on employment of qualified teachers across secondary schools in this study area but the problem of students' failure still persists. Udodi (2022) emphasized that school leadership with transformational mindset can overturn negative school reputation and bring positive change. Visionary school administrators can use various leadership techniques to enhance teachers' productivity (Okon and Nnaji,2014). It is against this backdrop that this study is carried out to investigate whether there is any relationship between principals' transformational leadership practices and teachers' productivity in secondary schools in Calabar education Zone, cross river State.

Statement of the problem

Teachers are supposed to show high sense of commitment in the discharge of their duties because the success or failure of schools depends on their level of productivity. Hence it is expected of the teachers to be effective in the discharge of their duties at all times. Unfortunately, there are indications that teachers in Calabar education no longer live up to expectations in secondary schools in Calabar education zone of cross state. The researchers' observation has shown that some teachers in the study area go to class without lesson notes. Others do not effectively organize and manage their classes during lesson presentations. Some of the teachers are also in the habit of skipping classes or spending less than allotted time for a subject in the classroom end up not covering their syllabus at the end of school term. All these have resulted to poor academic performance of students. Efforts made by Government to tackle these problems includes organizing in-service training for teachers and the employment of additional qualified teaching workforce but the issue of low productivity of teachers still persists.

It is against this background that the study is poised to find out whether the deployment of transformational leadership practices by school administrators have any significant relationship with teachers' level of productivity. Thus, this study will examine whether school administrators' transformational leadership practices in terms of teacher mentoring, provision of ICT resources and involvement of teachers in decision making has any significant relationship with teachers' productivity.

Statement of Hypotheses

The following hypotheses guided the study:

1. There is no significant relationship between teacher mentoring and secondary school teachers' productivity.
2. There is no significant relationship between provision of ICT facilities and secondary school teachers' productivity
3. There is no significant relationship between involvement of teachers in decision making and teachers' productivity.

Methodology

The study adopted the correlational design. The target population of the study comprised all principals in the 46 public secondary schools in Calabar Education Zone of Cross River State. Purposive sampling technique was adopted to select all the 46 principals as sample of the study. The instrument used for data collection was a questionnaire titled "principals' transformative leadership practices and teachers' productivity questionnaire (PTLPTPQ)". The questionnaire consisted of two sections, A and B. Section A contained 18 items that measured the sub variables of the independent variable under investigation (teacher mentoring, Provision use of ICT facilities and involvement of teachers in decision making) while section B contained 10 items that measured the dependent variable (teachers' productivity). Each of the subscale was measured on a four-point scale of strongly agree (SA), agree (a), disagree (d) and strongly disagree (SD). The instrument was face validated by two experts in test and measurement in university of Calabar. The reliability of the instrument using Cronbach alpha yielded an index of 0.88. This was considered appropriate for the study. Data collected were analyzed using Pearson product moment correlation statistics. the hypotheses were tested at .05 level of significance.

Results and Discussion

Hypothesis one

There is no significant relationship between teacher mentoring and teachers' productivity.

Table 1: Results of Pearson's product moment correlation coefficient analysis of the relationship between mentoring and teacher's productivity (n=46)

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	r-cal
Teachers'' mentoring (x)	920	14556	28800	0.45*
Teachers' productivity (y)	1699	46622		

*significant at .05 level, critical r = .273, df = (n=44)

The result in table 2 showed that the calculated r-value of 0.45 was found to be greater than the critical r-value of 0.273 needed for significance at 0.05 with 44 degree of freedom. With this result, the null hypothesis was rejected and the alternate hypothesis was retained. The positive value of correlation obtained in the result showed that mentoring has a significance relationship with teachers' productivity.

Hypothesis two

There is no significant relationship between provision of ICT facilities and teachers' productivity.

Table 2: Results of Pearson’s product moment correlation coefficient analysis of the relationship between provision of ICT facilities and teacher’s productivity (n=46)

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	R-cal
Effective communication (x)	868	15375		
			26594	
Teachers’ productivity (y)	1956	52237		0.56*

*significant at .05 level, critical r = .273, df =44

The result in table 4 showed that the calculated r-value of 0.56 was found to be greater than the critical r-value of 0.273 needed for significance at 0.05 with 44 degree of freedom. With this result, the null hypothesis was rejected. The positive value of correlation obtained in the result showed that provision of ICT facilities has a significant relationship with teachers’ productivity.

Hypothesis Three

There is no significant relationship between involvement of teachers in decision making and teacher’s productivity.

Table 3: Results of Pearson’s product moment correlation coefficient analysis of the relationship between involvement of teachers in decision making and teacher’s productivity (46)

Variables	$\sum x$ $\sum y$	$\sum x^2$ $\sum y^2$	$\sum xy$	R-cal
Involvement of teachers in decision making (x)	659	15333		
			24601	
Teachers’ productivity (y)	1475	54234		0.63*

*significant at .05 level, critical r = .273, df = 44

The result in table 5 showed that the calculated r-value of 0.63 was found to be greater than the critical r-value of 0.273 needed for significance at 0.05 with 22 degree of freedom. With this result, the null hypothesis was rejected and the alternate hypothesis retained. The positive value of correlation obtained in the result showed that there is significant relationship between involvement of teachers in decision making and teachers’ productivity.

Discussion of findings

The finding of the first hypothesis showed that teacher mentoring significantly relates to teachers’ productivity. This result indicates that Mentoring is a transformational leadership practice that can enhance teachers’ productivity. Through mentoring, transformational school administrators’ advices and coach teachers on how best to carry out their duties in order to be more productive. They also inspire teachers to put in their best on the job.

This finding is line with Reucca (2021) who noted that there is a link between an inspiring leadership and a productive workforce. This finding also aligns with David (2019) who stated that through mentorship, managers are able to inspire the staff to put their best on the job. This finding also indicates that more school administrators adopt this transformational leadership practice in teachers’ personnel management, the more productive they will become. As part of

mentorship, duties and responsibilities are assigned to staff mentees to strengthen their abilities and competences.

Results of hypothesis two shows that there is significant relationship between provision of ICT facilities and teachers' productivity. This result implies that when ICT facilities such as computers, interactive white boards, internet and other soft and hardware are provided by school administrators, teachers can utilize these facilities to enhance their productivity. The task of preparation of lesson plans, lesson plans, tests, results and other related students' records are made easier, faster and more accurate with the application or use of ICT facilities. The task that a teacher would spend days trying to do can be achieved within few hours with the use modern ICT facilities. This finding is in line with Uko and Nnaji (2016) who remarked that the level of a teacher commitment and output may be dependent on the level of provision of modern teaching and learning facilities as well as school leadership disposition. This finding is also in line with Sati (2023) who noted that transformational organizational leaders invest in Technology and also encourage subordinates to embrace technology in order to enhance their productivity. ICT facilities can be used by school administrators to timely disseminate information to teachers and other school staff.

Result of hypothesis three indicates that there is significant relationship between transformational leadership practice of involvement of teachers in decision making and teachers productivity. This result implies that involvement of teachers in decision making will enhance their productivity. This is because teachers are given opportunity to make suggestions and air their opinions on matters that could hamper their productivity. This finding is in line Magnus (2023) who stated that involvement of staff in decision making is a morale booster that can potentially propel workers to higher performance. this finding also corroborates Uba (2020) who found that employees who were involved in decision making by their managers were motivated to work extra time in their assigned duties. By involving teachers in decision making, open communication channels are created between school administrators and teachers. Teachers are motivated to put in their best on the job.

Conclusion

The paper has established that transformational leadership has significant relationship with productivity of teachers. This paper therefore concluded that the problem of low productivity of teachers in public secondary schools would be greatly improved if school administrators deploy transformational leadership practices in terms of Teacher mentoring, provision of ICT facilities and involvement of teachers in decision making.

Recommendations

Based on the result of the findings, the following recommendations were made:

1. All principals should adopt transformational leadership practices in order to foster positive change in secondary schools and bring about high productivity among teachers.
2. Principals should establish teacher mentoring programs especially for the newly employed teachers.
3. Principals should always involve teachers in decision making. This will help boost their morale towards high productivity.
4. Principals should ensure the integration and effective use of ICT facilities in every facet of their school operations.

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