

## **Teacher Leadership Roles and Leadership Capacity Development in Bayelsa State Nigeria**

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**ABSTRACT:** *The study investigated the influence of teachers' leadership roles on leadership capacity development in Bayelsa State, Nigeria. To guide the study, five objectives were stated, five research questions were posed, and five hypotheses were developed. The study was anchored on traits theory of leadership. A descriptive design was used to carry out the study. The population of the study consisted of 2,893 teachers in 147 public secondary schools from the 12 educational zones in the 8 local government areas in the state, with a sample size of 338 teachers. A simple random sampling technique was used to select the respondents. Teachers' Leadership Roles and Leadership Capacity Development Questionnaire was used for data collection. The instrument was validated and tested for reliability, with a reliability index of 0.816 derived through Pearson's Product Moment Correlation. Out of the total copies of 338 questionnaires distributed, 326 copies of the questionnaire retrieved were used for further analysis to achieve the specific objectives of the study. Mean and standard deviation was used to answer the research questions, while the null hypotheses were tested using independent t-test at the 0.05 significance level. The findings of the study revealed, among other things, that there is no significant gender difference in the perception teachers have about their leadership role in secondary schools in Bayelsa State, and there is no significant gender difference in the extent to which teachers' instructional leadership roles influence their leadership capacity development in Bayelsa State. The study concluded that teachers' leadership roles are crucial in promoting school effectiveness and student achievement, and that it is important for schools to provide opportunities for teachers to develop their instructional leadership capacity, mentorship capacity, and leadership capacity building through professional development programmes and other supportive measures. The study, therefore, recommended, among others, that administrators of secondary schools in Bayelsa State should provide adequate training and support for teachers to enhance their leadership skills and effectively carry out their roles and responsibilities in the classroom and school community*

**KEYWORDS:** capacity development, leadership capacity development, leadership roles, teachers' leadership roles.

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## INTRODUCTION

Teaching and leadership are two intertwined roles that require different skills and competencies. While teaching focuses on imparting knowledge and skills to students, leadership involves inspiring and guiding others towards a common goal. However, due to the all-encompassing nature of the teaching profession, it is not uncommon for teachers to also exhibit leadership qualities in their classrooms and schools, such as being instructional leaders, mentors, and capacity builders, among others. This implies that a teacher's role extends beyond the delivery of subject-matter knowledge to also include shaping the overall development of their students and contributing to the growth and success of their school community through their leadership abilities. Unlike a conventional leader, a teacher leader may not hold a formal position of authority, but they possess the ability to influence and inspire their colleagues and students towards achieving common goals. According to Witziers et al. (2003), it is much more appropriate to see leadership and management as components of every aspect of the school; an effective classroom needs leadership as much as any other aspect of the school. In other words, to teach and to lead should not be viewed as separate entities but rather as interconnected roles that are essential for creating a successful learning environment for students. Therefore, teachers must possess both leadership and management skills to effectively manage their classrooms and guide their students towards academic success. The teacher-leader form of leadership is described as distributed leadership, because it involves multiple individuals taking on leadership roles within the educational institution rather than relying solely on the principal or other administrative staff to lead. This approach can lead to more effective decision-making and a more collaborative and supportive school culture.

In the context of this study, leadership is the ability to influence and guide others towards a common goal, while also promoting a positive and inclusive environment where everyone's contributions are valued. While teachers' leadership roles may not always be formally recognised, they play a crucial role in shaping the learning experiences and outcomes of their students and are supportive to the professional growth of other teachers. Harrison and Killion (2007) identified ten roles teacher leaders can be associated with: resource provider, instructional specialist, curriculum specialist, classroom supporter, learning facilitator, mentor, school leader, data coach, catalyst for change, and learner as well. They can be a valuable asset in promoting collaboration and innovation within schools. Teacher leaders can serve as mentors to other teachers, sharing their expertise and knowledge to improve teaching practises and thereby developing their leadership capacity. Consequently, the teacher leadership roles considered in this study is those that have to do with instructional leadership, mentorship, and capacity building.

The development of leadership capacity is crucial for the success of any educational institution, and teacher leadership plays a vital role in this process. By providing opportunities for teachers to take on leadership roles, schools can improve their instructional practises and promote a culture of

continuous learning and growth. According to Chukwu (2009), the development of leadership capacity is the professional growth a teacher achieves as a result of being involved in leadership roles and activities, which enhances their ability to contribute to the improvement of teaching and learning outcomes in their schools. Based on the foregoing, leadership capacity development is the process of equipping teachers with the necessary skills, knowledge, and attitudes to take on leadership roles and responsibilities in their schools, which ultimately leads to the improvement of educational outcomes. This process involves ongoing training, mentoring, and support to ensure that teachers are prepared to lead effectively.

In secondary schools in Bayelsa, teachers play vital leadership roles aimed at not only imparting knowledge but also guiding and mentoring students towards becoming responsible and productive members of society. As such, while helping others, teachers also need to continually develop themselves, not just pedagogically, but also in terms of their personal and professional growth, in order to effectively carry out their roles as leaders and role models for their students. This can be achieved through continuous learning, attending workshops and conferences, and seeking mentorship from experienced educators.

Therefore, the motivation of this study is to what extent the teachers' leadership role influences the development of leadership capacity. For example, one would expect that teachers who play strong leadership role in the classroom and the school in general would by so doing develop themselves and their leadership capacity, however, it is unclear if this assumption holds true in all contexts and if there are specific leadership role that are more effective in developing teachers' leadership capacity. Therefore, this study aims to investigate the influence of teachers' leadership roles on leadership capacity development in Bayelsa State, Nigeria.

### **Statement of the Problem**

Awareness of what teacher leadership is and how it differs from traditional leadership roles, lack of support from school administration and colleagues, limited time and resources to take on additional responsibilities, and the need for additional training and professional development opportunities; these challenges can hinder teacher leadership capacity development in Bayelsa State, but with proper support and resources, teachers can overcome these obstacles and become effective leaders in their schools and communities.

It has become very worrisome that when leadership is mentioned at the secondary school level in Bayelsa State, the next idea that comes to mind is often the principal or headteacher, neglecting the potential of teacher leadership in promoting school improvement and student achievement. Often so, this could be attributed to the lack of awareness among the major stakeholder in the education sector. However, teacher leadership can be an effective means of improving the quality of education and enhancing student learning outcomes. But, it requires a shift in traditional power dynamics and a willingness to recognise teachers in the leadership role they are unknown to many

playing already, in the area of instructional leaders in the classroom, mentorship to students and colleagues, and capacity building roles, among others.

Another problem that hinders teacher leadership capacity development in Bayelsa State is the lack of support from school administration and colleagues. Often times, teachers with the innate characteristics of a great leaders and desire to lead are discouraged by their colleagues and superiors who see them as a threat to their own positions and authority. This creates a toxic work environment that stifles creativity, innovation, and collaboration among teachers, ultimately affecting the quality of education in the state. Because, this cycle of negativity has been going on in secondary schools in the state, it has unfortunately led to a high turnover rate among teachers and difficulty in attracting new talent to the profession, exacerbating the issue even further.

The programme and responsibilities assigned to teachers in the secondary school system leave them with limited time and resources to take on additional responsibilities. This problem has for years, limited the ability of teachers to provide individualized attention to students, especially those with high student-teacher ratio and cater to their unique learning needs, resulting in a one-size-fits-all approach to education that fails to address the diverse needs of students, not to talk of teachers taking on any extra leadership responsibility. This situation unfortunately, leads to a decline in the quality of education, as students may not receive the necessary guidance and support they need to excel academically and develop important life skills. It also puts a strain on teachers, who may struggle to manage such large class sizes and meet the individual needs of each student, as well as their teacher leadership roles.

The need for additional training and professional development opportunities for teachers, cannot be overemphasized, as they play a crucial role in ensuring that students receive quality education despite the challenges posed by the rapidly changing educational landscape and the diverse needs of learners. Providing teachers with the necessary support and resources will not only improve their effectiveness in the classroom but also enhance their leadership responsibilities as well. The teacher leadership role will only be successful if teachers are given the opportunity to develop their skills and knowledge through ongoing professional development and collaboration with colleagues. By empowering teachers in this way, schools can create a culture of continuous improvement and student success. Unfortunately, in many secondary schools in Bayelsa State, teachers are not given enough autonomy to make decisions and implement changes in their classrooms, and the school which can lead to a lack of innovation and engagement among teachers as well as discouragement in the development of leadership capacity.

The foregoing challenges can play a negative role in the development of effective leadership skills among teachers, which can ultimately impact the quality of education provided to students negatively. Consequently, teachers who take on leadership roles may face a lack of support and recognition, which may impede their capacity development. On this basis, it is necessary to

determine the extent to which certain teachers' leadership roles influence the development of leadership capacity among teachers in secondary schools in Bayelsa State.

### **Objectives of The Study**

The main objective of this study was to investigate the influence of teachers' leadership roles on leadership capacity development in Bayelsa State, Nigeria. Specifically, the objectives of the study were to:

1. Examine the perception teachers have about their leadership role in secondary schools in Bayelsa State.
2. Ascertain to what extent teachers' instructional leadership roles influence their leadership capacity development in Bayelsa State.
3. Determine to what extent teachers' mentorship roles with students influence their leadership capacity development in Bayelsa State.
4. Examine to what extent teachers' roles as mentors to fellow colleagues influence their leadership capacity development in Bayelsa State.
5. Ascertain to what extent teachers' contributions to the wider school leadership context influence their leadership capacity development in Bayelsa State.

### **Research Questions**

The study was guided by the following research questions:

1. What perception do teachers have about their leadership role in secondary schools in Bayelsa State?
2. To what extent does teachers' instructional leadership role influence their leadership capacity development in Bayelsa State?
3. To what extent does teachers' mentorship role with students influence their leadership capacity development in Bayelsa State?
4. To what extent does teachers' role as mentors to fellow colleagues influence their leadership capacity development in Bayelsa State?
5. To what extent does teachers' contribution to the wider school leadership context influence their leadership capacity development in Bayelsa State?

### **Research Hypotheses**

The following null hypotheses were formulated and were tested at the 0.05 level of significance.

1. There is no significant gender difference in the perception teachers have about their leadership role in secondary schools in Bayelsa State.
2. There is no significant gender difference in the extent to which teachers' instructional leadership roles influence their leadership capacity development in Bayelsa State.
3. There is no significant gender difference in the extent to which teachers' mentorship roles with students influence their leadership capacity development in Bayelsa State.

4. There is no significant gender difference in the extent to which teachers' roles as mentors to fellow colleagues influence their leadership capacity development in Bayelsa State.
5. There is no significant gender difference in the extent to which teachers' contributions to the wider school leadership context influence their leadership capacity development in Bayelsa State.

## **LITERATURE REVIEW**

### **Concept of a Teacher**

A teacher is a professional who is responsible for facilitating learning, guiding and mentoring students, and providing them with knowledge and skills that will help them succeed in their future endeavours. They play a critical role in shaping the minds of the next generation and have a significant impact on society as a whole. To define a teacher, one could say that they are a dedicated professional who not only imparts knowledge but also inspires and motivates their students to reach their full potential. However, it is important to note that being a teacher requires more than just subject matter expertise; it also demands strong communication skills, patience, and adaptability to cater to the diverse needs of students.

A teacher, according to Gimba (2010), is a skilled professional who can maximise the learner's capacity for knowledge and accurately assess or evaluate the learner's degree of accomplishments without bias. A teacher can communicate knowledge, abilities, attitudes, and values using certain professional principles, the author stated. Buttressing the foregoing, the teacher's ability to effectively communicate these elements can greatly impact the learning outcomes of their students, as it influences their motivation, engagement, and overall academic performance. One could also argue that a teacher is one of the most vital forces in the education system, as they not only impart knowledge but also shape the minds and characters of their students, moulding them into responsible and productive members of society. According to Egbo (2011), teachers represent a centripetal force that brings together various stakeholders in the education system, including students, parents, administrators, and policymakers, towards a common goal of improving the quality of education. Also, there is a consensus that their performance is inextricably linked to educational outcomes for both learners and the system.

The teacher who is a leader personified is able to inspire and motivate students to achieve their full potential while also driving positive change within the education system through their leadership and advocacy. No wonder Chukwu (2009) pointed out that the most crucial investment a school board, administrators, and parents can make in a school system is to make sure that teachers stay educated. The teacher's leadership role in the classroom is vital to the success of students, and their ongoing education ensures that they have the necessary skills and knowledge to effectively guide their students towards academic achievement. As a result, the development of teachers is correlated with the progress of the educational system at all levels. Therefore, teacher



improvement and capacity building are necessary tools for improving education. Investing in the development of teachers can lead to improved student outcomes and increased teacher retention rates, ultimately contributing to the overall success of the education system.

### **Overview of Teacher as a Leader**

The teacher as a leader is not a novelty. Infact; teachers have been seen as leaders in their classrooms and schools for centuries. They are responsible for guiding and shaping the minds of future generations, making their role as leaders crucial to the success of education. Thus, the term “teacher leadership” refers to the idea that teachers have the capacity to not only teach students, but also to lead and influence their colleagues and the education system as a whole through their expertise, experience, and innovative ideas. By empowering teachers to become leaders, the quality of education can be improved as teachers are able to share best practises, collaborate on new initiatives, and advocate for policies that benefit both students and educators. This approach can also lead to increased job satisfaction and retention among teachers.

Consequently, researchers have put forward differing definitions of teacher leadership, all of which share some features in common, and these definitions emphasise the importance of empowering teachers to take on leadership roles within their classroom and school, as well as recognising the valuable contributions that teachers can make to school improvement efforts. Some define it as a formal role that involves administrative responsibilities, while others view it as an informal influence that involves sharing expertise and collaborating with colleagues. Regardless of the definition, teacher leadership has been found to have positive effects on both teachers and students. According to Leonard et al. (2012), most of the evolving definitions of teacher leadership reflect the writers belief that teacher leadership is a form of distributed leadership, which emphasises the importance of shared decision-making and collaboration among teachers.

According to Frost (2010), teacher leadership involves taking the initiative to improve practise, working strategically with colleagues to embed change, gathering and utilising evidence in collaborative processes, and contributing to the creation and transmission of professional knowledge. For example, a teacher leader may take the lead in implementing a new curriculum, working with other teachers to develop lesson plans and assessments, and collecting data to evaluate the effectiveness of the new approach. Additionally, they may share their findings and strategies with other educators through professional development workshops or publications.

Teacher leadership, according to Swanson, Elliott, and Harmon (2011), is the mix of "knowledge, skills, and dispositions demonstrated by teachers" to increase the effectiveness of school operations. They further argue that teacher leadership is not limited to formal leadership roles but can also be demonstrated through informal influence and collaboration with colleagues. For example, a teacher who takes the initiative to share their expertise with colleagues or leads a professional development session is demonstrating teacher leadership. Additionally, a teacher who

advocates for changes in school policies or practises that benefit students and teachers alike is also exhibiting teacher leadership.

In defining teacher leadership, Bangs and MacBeath (2012) focus on the essential skills held by teacher leaders and succinctly explain what teacher leadership is. Most frequently, it relates to a teacher's own agency; this is frequently in relation to classroom management and pedagogy, but it can also apply to a wider collegial impact with colleagues, with curriculum creation and policy-making within or between schools. Teacher leadership can apply to both collectives or teams of teachers who have a leadership mandate for parts of practise and policy, in addition to being viewed as an individual activity. According to Bangs and MacBeath (2012), the aforementioned description exhibits the traits of transformative leaders who empower their subordinates to take actions to advance their professional practises that they wouldn't typically take on their own. This resonates with Murphy's (2005) view that teacher leadership has an enabling component that is specifically about the collegial influence of teacher leaders for enhanced professional practises. Similarly, for Kenreich (2002), a teacher leader is one who not only guides colleagues in professional development but also employs a variety of strategies to increase student learning and achievement. York-Barr and Duke (2004) further elucidate the concept by defining teacher leadership as the process by which teachers, individually or collectively; influence their colleagues, principals, and other members of school communities to improve teaching and learning practises. The definitions highlight the importance of teachers taking an active role in shaping their school's culture and promoting professional development opportunities for themselves and their colleagues. It also emphasises the need for teachers to collaborate with other stakeholders to create positive change in their schools. Also, this collaboration can lead to the development of innovative teaching strategies and the sharing of best practises, ultimately improving student outcomes and enhancing the overall learning environment.

In other words, it requires a willingness to share decision-making authority and trust in the expertise of others, which may be difficult for some school leaders who are used to maintaining control. Baecher (2012) summarises these roles in schools:

- i.improves teacher quality and hence student learning as accomplished teachers serve as models of practise for colleagues (York-Barr & Duke 2004);
- ii.supports reform efforts by guiding colleagues through the implementation of new practises (Childs-Bowen et al., 2000);
- iii.encourages the retention and recruitment of teachers through providing avenues for motivation and recognition (Hirsch 2006);
- iv.provides opportunities for teacher leaders' ongoing professional growth (Barth 2002);
- v.create a more democratic school environment (Harris 2003);
- vi.increases the sense of professionalism among teachers;
- vii.extends teachers' influence beyond the school and into the district (Danielson 2007);
- viii.extends principal capacity by reducing principals' workload (Barth 2001).



## **Dimensions of Teachers' Leadership Roles**

### **Teachers as Instructional Leaders**

The teacher, as an instructional leader, plays a crucial role in shaping the academic success of students. They not only deliver content but also design and implement effective teaching strategies to meet the diverse needs of learners. According to Danielson (2007), being an instructional leader requires the ability to evaluate and provide feedback on instructional practises, as well as the ability to collaborate with teachers to improve their teaching skills and knowledge. This involves staying up-to-date with research-based best practises and providing ongoing professional development opportunities for teachers.

According to Di Paola and Tschannen-Moran (2003), instructional leadership is a broad range of principal duties and responsibilities created to meet the demands of successful teachers in the workplace and promote higher student achievement. The researchers contend that instructional leadership is similar, consisting of "a combination of multiple activities, such as the monitoring of classroom instruction, staff development, and curriculum development.

Additionally, it was extrapolated by Di Paola and Tschannen-Moran (2003) that instructional leaders must encourage teachers, have a laser-like concentration on tasks essential to the success of the school, interact effectively with stakeholders, and coordinate instructional programmes. The Wallace Foundation (2012) also discovered that effective teachers model this through ongoing professional development. They place an emphasis on evidence-based methods for enhancing teaching and learning and start conversations about instructional tactics with teams and individual instructors. Despite the fact that instructional leadership has been linked to increased student accomplishment in some studies (Hallinger, 2003), it is often neglected in favour of more immediate administrative concerns (Gentilucci & Muto, 2007).

The capacity of teacher leaders to form trusted connections, have conversations that are instructionally focused, and work in collaborative environments promotes their professional growth (Stephenson & Howard, 2011). Teachers who lack educational leadership experience, training, and awareness of leadership theories and practises need these opportunities more than anyone. They can either develop them on their own or receive them through their companies.

### **Teachers as Mentors**

The teacher, as a mentor, plays a significant role in guiding and supporting students' personal and academic growth. By providing guidance, feedback, and encouragement, teachers can help students develop the skills and confidence needed to succeed both in and out of the classroom. Mentorship programmes can also be a valuable resource for students, as they provide one-on-one support and guidance from experienced professionals in their field of interest. According to Hansford and Ehrich (2006), mentorship provides an opportunity for students to develop their

skills, gain industry insights, and expand their professional networks. Additionally, mentorship can also help students build confidence and increase their chances of success in their chosen career paths. Therefore, it is important for educational institutions and organisations to provide mentorship programmes and opportunities for students to connect with experienced professionals in their field of interest.

Hansford et al. (2003) defined mentoring as a process whereby an experienced, highly regarded, empathetic person (the mentor) guides another individual (the mentee) in the development and re-examination of their own ideas, learning, and personal and professional development. Such programmes have been shown to improve academic performance, increase career satisfaction, and enhance employability. Later, Hansford and Ehrich (2006) expanded the term to include a commitment to "engage in a personal and confidential relationship that aims to provide professional development, growth, and varying degrees of personal support" between mentees and more experienced individuals. Additionally, they came to the conclusion that teachers' mentors influenced the knowledge, abilities, and dispositions of their mentees regardless of whether the mentee-mentor roles were assigned formally or informally. In addition, their positive interactions helped their mentees enhance their teaching methods and school climate (Barth, 2001; Danielson, 2006; Kurtz, 2009).

In mentoring students, teachers also develop their own skills and knowledge, as they are forced to reflect on their own teaching practises and adapt to the needs of their mentees. This reciprocal learning process can lead to increased job satisfaction and retention for both the mentor and mentee. They carry out programmes such as career development and leadership training to help mentees achieve their professional goals, while mentors gain a sense of fulfillment from helping others succeed. While mentoring their inexperienced colleagues, teachers also benefit from gaining a fresh perspective and staying up-to-date with new ideas and approaches in their field. This reciprocal relationship can lead to improved job satisfaction and a more positive work environment for all involved. This leadership role on the part of the teacher is crucial in fostering a culture of collaboration and mutual respect among colleagues, which can ultimately enhance student learning outcomes.

In a study conducted by Shillingstad, McGlamery, Davis, and Gilles (2015), they found that "relationship-building is absolutely essential if mentors are to garner the trust of their mentees and other teachers." in other words, the success of a mentoring programme heavily relies on the mentor's ability to establish a positive and supportive relationship with their mentee and colleagues. In their meta-analysis, Hansford et al. (2003) noted that while mentoring has many positive effects, it can also have drawbacks, such as time constraints, personality conflicts, a lack of training, and added responsibility. But their analysis of 159 papers found that mentoring can improve teaching and learning. Because aspiring leaders benefit from being nurtured in a learning environment where "authentic dialogue, trusting relationships, and self-reflection flourish," an

established mentoring relationship between principals and teacher leaders helps to develop leadership capacity.

### **Teachers as leadership capacity builders**

The teacher, as a capacity builder, plays a crucial role in developing the leadership skills of their students. By creating opportunities for students to take on leadership roles and providing guidance and support, teachers can help cultivate the next generation of effective leaders. In other words, by empowering students to develop their leadership skills, teachers can prepare them to become successful and influential individuals in their future careers and communities. This not only benefits the students themselves but also contributes to the betterment of society as a whole.

According to King and Newman (2001), capacity building is the process of developing human capacities (knowledge, skills, attitudes, potentials, and practise—KSAPP) through various development activities (such as career planning and development) and time-bound organised learning experiences in order to improve people's productivity and achieve organisational goals more effectively and efficiently. In the context of this study, capacity building refers to efforts (strategies and methodologies) made by school teachers to improve their level of knowledge, skills, and attitudes for proficiency in their student personnel responsibilities, with the goal of enhancing his or her capabilities to effectively handle responsibilities as the man or woman in charge of everything that happens in the school. This implies that teachers contribute significantly to the development of their students, not only through academic instruction but also by being role models and leaders in the school community. Therefore, investing in capacity building for teachers is crucial for the overall success of the school and its students.

According to Birky, Shelton, and Headley (2006), in an era of standards-based improvement and heightened responsibility, "the ability of a teacher to encourage and motivate leadership capacities in the building is critical for educational reform and collaboration." In other words, teachers who foster leadership skills among their colleagues can play a significant role in improving the quality of education and promoting teamwork within the school." This highlights the importance of not only teaching students but also empowering fellow educators to become leaders in their own right. Furthermore, Danielson (2007) found that teacher collaboration is positively correlated with student achievement and can lead to increased teacher satisfaction and retention. These findings highlight the importance of fostering a culture of collaboration in schools to improve both student and teacher outcomes. While Giles and Hargreaves (2006) argue that collaborative cultures in schools can lead to increased teacher satisfaction, improved student achievement, and better retention rates for both teachers and students, it is essential for school leaders to prioritize collaboration and create opportunities for teachers to work together towards common goals.

### **Concept of Leadership Capacity Development**

Before diving into discussing the concept of leadership capacity development, it will be important to understand what leadership and capacity development are independently. This will enable us to have a clearer understanding of how the two concepts come together to create effective leaders and organisations that can adapt and thrive in a constantly changing environment. There is no universally accepted definition of leadership; rather, it is a complex and multifaceted concept that involves various skills, traits, and behaviours that are context-dependent and can vary across different cultures and situations. According to Onifade (2001), leadership is defined as the process of influencing and inspiring others to achieve a common goal or vision while also providing guidance, support, and direction to individuals or groups. In other words, leadership involves motivating and guiding people towards a shared objective while also providing them with the necessary tools and resources to achieve success. It is a crucial aspect of organisational success, as effective leadership can lead to increased productivity, employee satisfaction, and overall performance. This definition highlights the importance of both interpersonal skills and goal-oriented behaviour in effective leadership. According to Ukpong (2020), leadership is the ability to arouse in followers a desire to follow a common purpose and the process of persuading followers to cooperate in order to achieve some desirable aims. In other words, leadership involves inspiring and motivating others towards a shared goal while also utilising effective communication and collaboration to attain success. This implies that to be effective in leadership, one must possess strong interpersonal skills, emotional intelligence, and the ability to adapt to changing circumstances and challenges. Additionally, a successful leader must be able to make difficult decisions and take calculated risks in order to achieve their objectives.

### **Ways to Develop the Leadership Capacity of Teachers**

According to Chukwu (2009), leadership capacity-building programmes should focus on the following areas: developing self-awareness, building relationships, developing communication skills, promoting teamwork and collaboration, fostering creativity and innovation, and enhancing problem-solving skills. Additionally, leadership capacity-building programmes should also incorporate opportunities for teachers to practise leadership roles and receive feedback on their performance. According to Egbo (2011), when improving teacher leadership capacity, the emphasis should be on several major areas, namely developing teachers' knowledge and skills in instructional leadership, creating opportunities for collaboration and networking among teachers, and promoting a culture of continuous learning and improvement. By focusing on these areas, teacher leadership capacity can be enhanced, leading to improved student outcomes and school effectiveness.

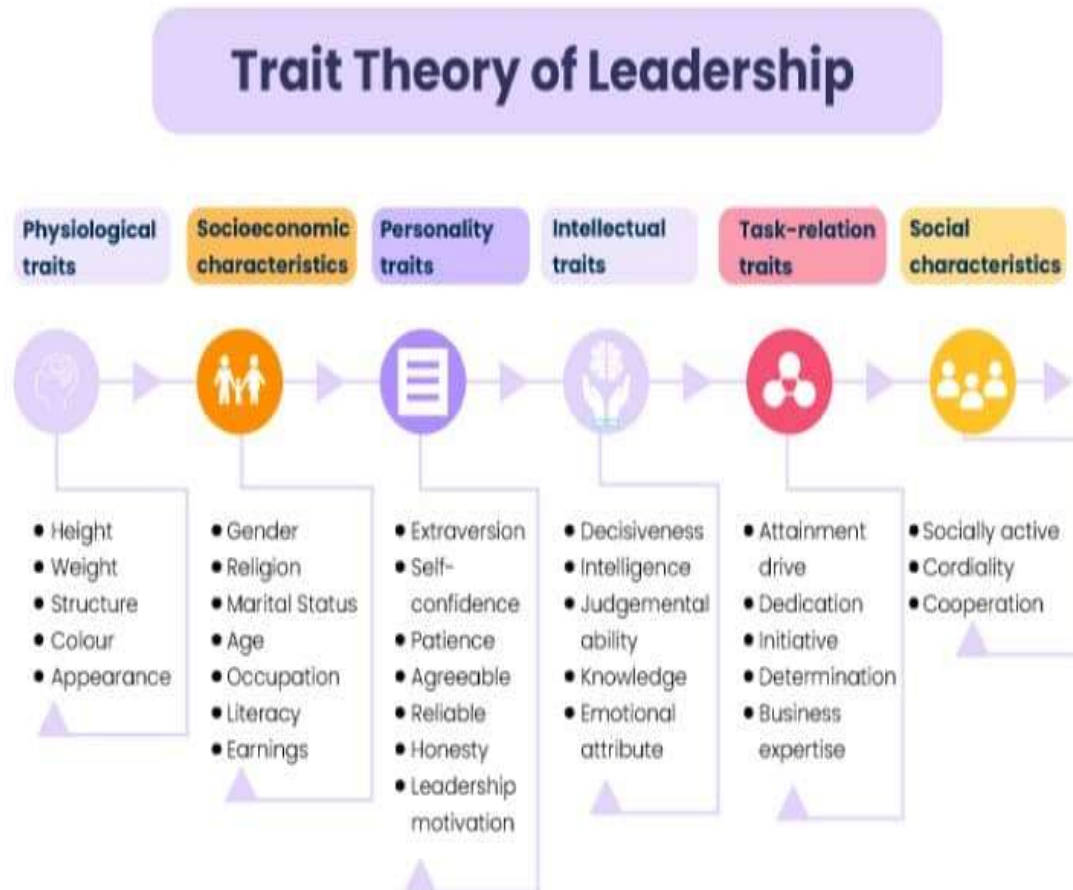
Some Challenges of Leadership Capacity Building for Teachers include the following: Lack of finances, Poor Prioritization, Lack of motivation, Poor Publicity

## **THEORETICAL REVIEW**

The study was informed by the traits theory of leadership by Thomas Carlyle in 1840, and the social learning theory propounded by Albert Bandura in 1977. However, the study was anchored on the traits theory of leadership.

### **Trait Theory of Leadership**

The trait theory of leadership was propounded by Thomas Carlyle in 1840. The trait theory of leadership is also referred to as the Great Man Theory of Leadership. According to the theory, leaders possess certain innate characteristics that make them effective in their roles, such as intelligence, charisma, and confidence. However, this theory has been criticised for ignoring the impact of situational factors on leadership effectiveness. The trait theory of leadership suggests that certain inborn or innate qualities and characteristics make someone a leader. These qualities might be personality factors, physical factors, intelligence factors, and so on (Thomas, 1840; cited in Robbins 2006).



**Figure 2.1: Traits Theory of Leadership**

**Source:** Robbins and Judge (2007).

The traits of leadership theory is a view or opinion that says that the effectiveness of a leader is largely determined by the traits or characters possessed by the leader. The theory of traits is made based on observing the characteristics or characteristics of many leaders, both successful and unsuccessful leaders. Both observations are used to predict the effectiveness of one's leadership. Yukl (1989) mentions that successful leaders have extraordinary abilities like endless energy, the sharpness of intuition, very broad insight, and persuasive abilities. Meanwhile, according to Gibson, et al. (2000) and Hoy et al. (2008) states that effective leadership can be formed from the control of personal traits as follows: (1) the level of enthusiasm (energy); (2) self-confidence; (3) stress resistance; (4) emotional maturity; (5) integrity; (6) extroversion; (7) motivation; (8) lead orientation; (9) the need for strong achievers; (10) self-efficacy; (11) interpersonal skills; (12) cognitive; and (13) conceptual abilities. Therefore, Trait theory of leadership emphasises that



effective leaders possess certain innate characteristics such as high levels of enthusiasm, self-confidence, stress resistance, emotional maturity, integrity, extroversion, motivation, lead orientation, self-efficacy, interpersonal skills, cognitive and conceptual abilities. These traits are believed to be stable over time and across different situations.

### **Relevance of the Traits Theory of Leadership to the Present Study**

This study focuses on the influence of teachers' leadership roles on leadership capacity development in Bayelsa State, Nigeria. Thus, the traits theory of leadership explains how teachers' personal characteristics such as intelligence, self-confidence, determination, integrity, and sociability can contribute to their leadership effectiveness. Furthermore, the study examines how teachers' leadership roles can be enhanced through training and development programmes. As stated by the theory, teachers who are trained and developed in leadership skills are better equipped to inspire and motivate their colleagues, resulting in improved job satisfaction and performance outcomes. But, it is important to note that leadership training alone may not be enough to address systemic issues within the education system, such as lack of resources or inequitable policies, which can also impact job satisfaction and performance outcomes. Therefore, programmes intended to develop teachers leadership capacity should be complemented with efforts to address these broader systemic issues, in order to create a more supportive and empowering environment for all educators. This can include advocating for policy changes, providing additional resources and support, and working to build more inclusive and equitable school communities.

### **Empirical Review**

Guanah, Okoro, and Okonkwo (2022) investigated the implementation of teacher leadership and its effects on teachers' performance in secondary schools. This study, which is hinged on the performance causes satisfaction and managerial grid theories, chose six secondary schools in Oshimili South Local Government Area (LGA) of Delta State, Nigeria, for analysis. The researchers employed a descriptive survey research design with a population and sample size of 111 and 86, respectively, while the questionnaire was used as the instrument for data collection. Bar charts and simple percentages were used to analyse the data. Findings showed that the attributes of conflict management ability, good role models, and display of humility in teachers' leadership affect performance significantly, and that there is a correlation between laissez-faire leadership style and teachers' performance in the sense that this style of leadership negatively impacts teachers' performance. Based on the findings, it was concluded that teacher-leaders should vary their approach to leadership to achieve high performance levels without undermining other teachers' satisfaction levels. The recommendations include that the democratic type of leadership by teacher leaders should be encouraged in secondary schools because it is inclusive and that schools may implement a teacher leadership model as a strategy to downsize and cut costs for the school. In most cases, distributing administration among the teachers could reduce overall personnel costs, among others.

Dahiru and Gbolahan (2022) examined the mediating role of teacher empowerment in the relationship between instructional leadership and school effectiveness. The study employed a correlational design. The population of the study comprised 2361 teachers serving in 158 secondary schools across Zamfara State. A total of 330 teachers were sampled using Cochran's formula for determining sample size. The data was collected through a field survey approach. The data was analysed using both descriptive and inferential (partial least squares [PLS] path modelling) statistics. Results from the study revealed that there is a significant relationship between instructional leadership, teacher empowerment, and school effectiveness. It was also found that teachers' empowerment mediates the relationship between instructional leadership and school effectiveness with a direct significant positive correlation with statistical value (Beta = 0.199,  $t = 7.187$ ,  $p < 0.05$ ). The study therefore recommends that school principals adopt instructional leadership practises with teacher empowerment for the attainment of an effective school system.

Khanyi and Naidoo (2020) explored the role of principals in the capacity development of post level one teachers for school leadership positions. The success of a school and its attendant student achievement depend largely on good school leadership. Thus, it is highly unlikely that poor or ineffective school leadership will lead to successful schools. This study argues that it is the responsibility of principals to ensure that adequate opportunities exist for the leadership development of post level one teachers. A qualitative research approach was selected to investigate the role principals play in building leadership capacity in post level one teachers. Semi-structured individual interviews were conducted with ten (10) participants at two (2) schools: one (1) principal and four (4) post level one teachers per school. Findings indicate that principals played a fundamentally different role in the creation of opportunities for leadership development in post level one teachers. The opportunities ranged from the formation of committees, which offer exposure to early leadership practises, mentoring and coaching prospects, and the availability of leadership training and development resulting from the outcomes of the Integrated Quality Management System appraisal system mandated by the Department of Education. Lastly, the study encapsulates these opportunities in a five-year leadership capacity building programme to be offered as an in-service internal programme for post level one teachers to support progressive and developmental leadership capacity improvement.

Ayeni (2020) investigated the level of teachers' capacity building and determined its implication on teachers' productivity in secondary schools in Ondo North Senatorial District of Ondo State, Nigeria. A descriptive research design for the survey type was adopted. The sample comprised 30 principals and 600 teachers randomly selected from 30 public secondary schools. Data were collected using two research instruments, the Teachers' Capacity Building Questionnaire (TCBQ) and the Teachers' Productivity Questionnaire (TPQ). Two research questions were raised, and one hypothesis was formulated. Research questions were analysed using frequency count and percentage, while the hypothesis was tested using Pearson Product Moment Correlation (PPMC)

at a 0.05 level of significance. Results revealed that there was a significant relationship between capacity building and teachers' productivity [ $r\text{-cal} = 0.606$ ,  $p 0.05$ ]. It was concluded that in spite of the inadequacies in capacity building, teachers maintained a high level of productivity, possibly due to their strong commitment to professional duties. However, teachers are still faced with the challenges of excess workloads, large class sizes, and a shortage of instructional materials. It is recommended that the State Government employ an adequate number of qualified teachers to ensure manageable workloads and improve classroom management; the State Ministry of Education and other relevant stakeholders in the education sector should provide adequate instructional materials and step up efforts in organising periodic capacity training workshops and seminars based on the professional needs assessment to update teachers' knowledge and skills in instructional best practises to improve productivity in secondary schools.

Uwakwe (2017) investigated the capacity building needs of school principals for effective student personnel services in secondary schools in south-east Nigeria. To achieve this purpose, three specific objectives and three corresponding research questions, as well as two null hypotheses, were formulated and tested at the 0.05 level of significance. The design of the study was descriptive survey research. The population of the study comprised all the principals and teachers in public secondary schools in the five states of Abia, Anambra, Ebonyi, Enugu, and Imo in the south-east geopolitical zone. The sample of the study was 1239, made up of 162 principals and 1077 teachers drawn from the three states of Anambra, Ebonyi, and Enugu using proportionate simple random sampling techniques. The research instrument used to collect data for the study was a questionnaire (Principals Capacity Building Needs Questionnaire). Five experts, two from the department of education foundations, two from the department of arts education, and one from measurement and evaluation, all from the faculty of education at the University of Nigeria, Nsukka, validated the instrument. The Crombach-Alpha method was used to compute the reliability coefficient of the PCBNQ. The mean and standard deviation were used to analyse the data collected for the study. Mean was used to answer research questions one and two. The Need Gap Index was used to answer research question 3, while the t-test was used to test the two null hypotheses at the 0.05 level of significance. The major findings of the study were that school principals require capacities for effective student personnel management, and school principals perform poorly in all capacities in student personnel management. The study also determined the capacity building needs of school principals for effective student management. Based on the findings, several recommendations were made: The government should organise and fund capacity building programmes for the retraining of school principals to upgrade their capacity to effectively perform their student personnel services and sponsor school principals to attend compulsory capacity building programmes, like workshops, seminars, and symposia, to acquire the required capacities for effective personnel management. Principals of secondary schools should utilise the findings of the study to seek avenues to improve themselves through collaboration and other capacity building training strategies to enable them to perform better in their responsibilities.

## METHODOLOGY

This study adopted a descriptive survey design. The adoption of descriptive research design was informed by the view of Nwankwo (2013), who opined that a descriptive research design referred to any development field study that systematically collects, analyses, and synthesises quantitative data from a large representative sample population. Therefore, this design was considered suitable because the study investigates the influence of teachers' leadership roles on leadership capacity development in Bayelsa State, Nigeria.

The population of this study consisted of 2,893 teachers in 147 public secondary schools from the 12 educational zones in the 8 local government areas in the statenamely.

S/N	Zones	No of Schools	Population of Teachers
1.	Anyama	12	183
2.	Brass	8	124
3.	Diebu	8	120
4.	Ekeremor	17	273
5.	Kolokuma/Opokuma	10	198
6.	Nembe	11	196
7.	Ogbia	14	350
8.	Okolobiri	11	302
9.	Sagbama	20	381
10.	Sourthern Ijaw	14	241
11.	Ijkubie	11	133
12.	Yenagoa	11	392
	<b>Total</b>	<b>147</b>	<b>2,893</b>

**Source:** Bayelsa State Post Primary Schools Board, Yenagoa.

The sample of the study consisted of 338 respondents, drawn from 20 out of 147 public secondary schools in Bayelsa State. The sample size selection is informed by the recommendation of the Krejcie and Morgan sample table, which recommended that for a population within 2,800–2,999, a minimum of 338 respondents should be adopted. A simple random sampling technique was used to select the respondents. This ensures that the sample size is representative of the population and that each member of the population has an equal chance of being selected.

The instrument for data collection was a self-structured 30-item questionnaire titled; Teachers' Leadership Roles and Leadership Capacity Development Questionnaire (TLRLCDQ), which was used as a yardstick for measuring the influence of teachers' leadership roles on leadership capacity development in Bayelsa State, Nigeria. The questionnaire was divided into two sections A & B.

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Section “A” covered respondent’s demographic information while section “B” covered the instructions guiding the filing of the instrument and the items of the instrument. Section B was structured under five (5) clusters, comprising of 6-items each, arranged based on the objectives of the study. Items 1-6 addressed research objectives one, items 7-12 addressed research objective two, items 13-18 addressed research objectives three, and items 19-24 addressed research objectives four, while items 25-30 addressed research objectives five. However, the items of the questionnaire were rated on a four (4) point Likert scale, of: Very High Extent (VHE) = 4 points; High Extent (HE) = 3 points, Low Extent (LE) = 2 points; and Very Low Extent (VLE) = 1 point, with a mean criterion of 2.5.

Mean and standard deviation were used to answer the research questions while the null hypotheses were tested using independent t-test at the 0.05 significance level. The Statistical Package for Social Sciences (SPSS) version 25 was used for data analysis.

### Data Presentation

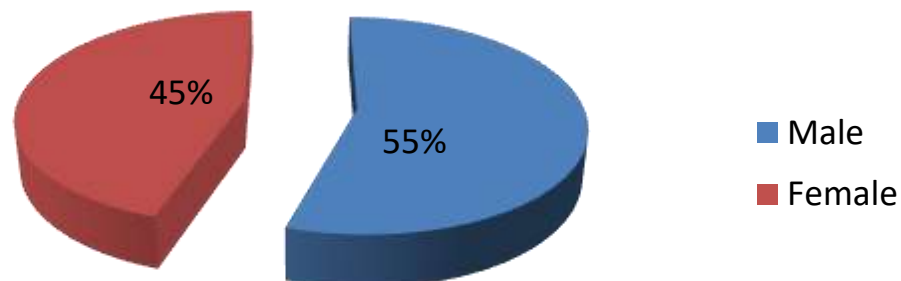
**Table 1: Gender Distribution of the Respondents**

**Table 4.1 Gender of Respondent**

Gender	Number	Percentage
Male	179	54.91
Female	147	45.09
Total	326	100.0

Source: Research Survey (2023)

### Gender Distribution of Respondents



**Figure 1: Gender Distribution of Respondents**

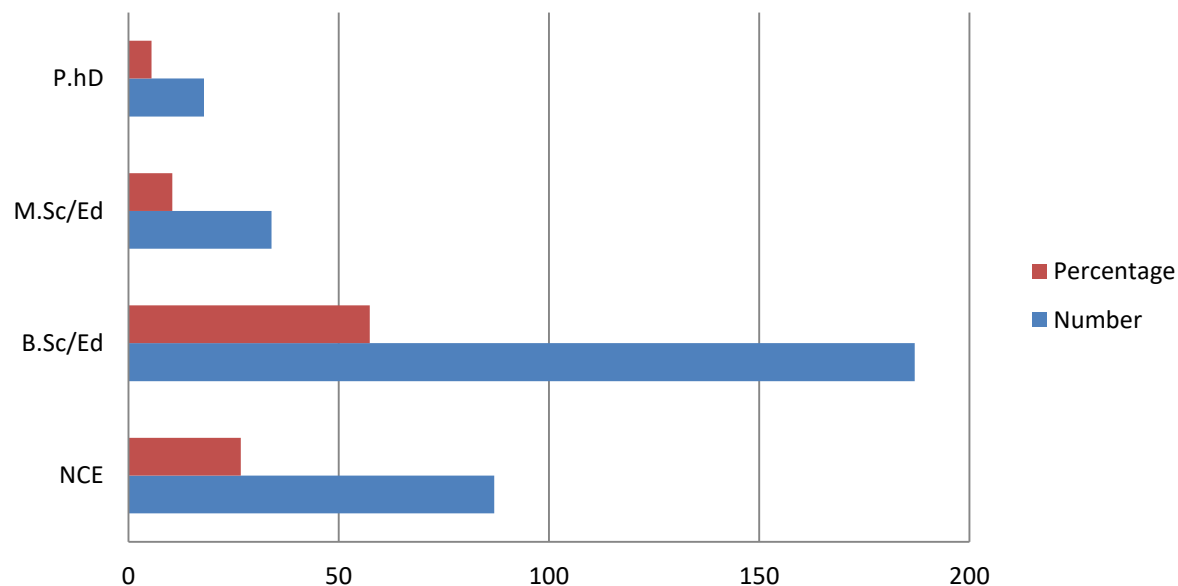
From the above table 1 and Figure 1, it is identified that the study respondents are composed on 179 male respondents, which represented 54.91% of sample size and 147 female respondents which represents 45.09% of sample size. Overall, the result revealed that more male than female respondent participated in the study.

**Table 2: Academic Qualification of Respondents**

Qualification	Number	Percentage
NCE	87	26.69
B.Sc/Ed	187	57.36
M.Sc/Ed	34	10.43
P.hD	18	5.52
<b>Total</b>	<b>326</b>	<b>100.0</b>

Source: Research Survey (2023)

### Academic Qualification of Respondents



**Figure 2: Academic Qualification of Respondents**

Table 2 and Figure 2 showed that, majority of the respondents representing 187 (57.36%) had B.Sc/Ed degree, followed by those with NCE degree with 87(26.69%), M.Sc/Ed degree 34(10.43%), and P.hD degree 18(5.52%). The implication of this result is that majority of the respondents had B.Sc/Ed degree.



### Presentation of Research Questions

**Research Question 1:** What perception do teachers have about their leadership role in secondary schools in Bayelsa State?

**Table 3: Mean score and standard deviation of the perception teachers have about their leadership role in secondary schools in Bayelsa State**

SN	Items	Responses (n =326)				Rank
		Sum	$\bar{x}$	SD	Decision	
1.	The belief that their role is to act as instructional leaders of the classroom	1108	3.40	0.86	Agreed	6 <sup>th</sup>
2.	The perception that they are responsible for maintaining discipline and order in the school	1124	3.45	0.84	Agreed	5 <sup>th</sup>
3.	The view that they should act as mentors and role models for their students	1146	3.52	0.59	Agreed	4 <sup>th</sup>
4.	The understanding that they are accountable for student performance and academic outcomes	1165	3.57	0.67	Agreed	3 <sup>rd</sup>
5.	The recognition that they play a key role in the development of leadership capacity	1178	3.61	0.63	Agreed	1 <sup>st</sup>
6.	The awareness that they need to work collaboratively with other teachers.	1173	3.60	0.69	Agreed	2 <sup>nd</sup>
<b>Grand Mean</b>		<b>3.53</b>				

(Criterion Mean = 2.5, Mean  $\geq$  2.5, Agreed, Mean < 2.5, Disagreed)

Table 3 shows the perception teachers have about their leadership role in secondary schools in Bayelsa State. Majority of the respondents agreed to items 1-6, with their mean scores greater than or equal to the criterion mean (2.5), while just few of the respondents disagreed to the items. The grand mean of 3.53 implies that teachers' perception about their leadership role to a very high extent include; being instructional leaders of the classroom, being responsible for maintaining discipline and order in the school, mentors and role models for their students, and accountable for student performance and academic outcomes, among others.

**Research Question 2:** To what extent does teachers' instructional leadership role influence their leadership capacity development in Bayelsa State?

**Table 4: Mean score and standard deviation of the extent to which teachers' instructional leadership role influence their leadership capacity development in Bayelsa State**

		Responses (n =326)				
SN	Items	Sum	$\bar{x}$	SD	Decision	Ran k
7.	The teacher's ability to create a positive learning environment that fosters student achievement influence their leadership capacity development	958	2.94	1.13	Agreed	6 <sup>th</sup>
8.	Teachers' capacity to collaborate with colleagues and stakeholders to improve school outcomes influence their leadership capacity development	1069	3.28	0.90	Agreed	3 <sup>rd</sup>
9.	Teachers' skills in designing and implementing effective instructional strategies influence their leadership capacity development	1059	3.25	0.95	Agreed	5 <sup>th</sup>
10.	Teachers' knowledge of curriculum and assessment practises influence their leadership capacity development	1069	3.28	0.96	Agreed	3 <sup>rd</sup>
11.	Teachers' ability to use data to inform decision-making influence their leadership capacity development	1087	3.33	0.67	Agreed	2 <sup>nd</sup>
12.	Teachers' commitment to ongoing professional development influences their leadership capacity development.	1140	3.50	0.71	Agreed	1 <sup>st</sup>
Grand Mean		3.26				

(Criterion Mean = 2.5, Mean  $\geq$  2.5, Agreed, Mean < 2.5, Disagreed)

Table 4 shows the extent to which teachers' instructional leadership role influence their leadership capacity development in Bayelsa State. Majority of the respondents agreed to items 7-12, with their mean scores greater than or equal to the criterion mean (2.5), while just few of the respondents disagreed to the items. The grand mean of 3.26 implies that teachers' instructional leadership role that influence their leadership capacity development to a very high extent include; teacher's ability to create a positive learning environment that fosters student achievement, teachers' capacity to collaborate with colleagues and stakeholders to improve school outcomes, teachers' skills in designing and implementing effective instructional strategies, and teachers' knowledge of curriculum and assessment practises, among others.

**Research Question 3:** To what extent does teachers' mentorship role with students influence their leadership capacity development in Bayelsa State?

**Table 5: Mean score and standard deviation of the extent to which teachers' mentorship role with students influence their leadership capacity development in Bayelsa State**

		Responses (n =326)				
SN	Items	Sum	$\bar{x}$	SD	Decision	Ran k
13.	Providing guidance and support to students in identifying their strengths and weaknesses influences the development of leadership capacity	1089	3.34	0.85	Agreed	4 <sup>th</sup>
14.	Encouraging students in the academic pursuit influences the development of leadership capacity	1153	3.54	0.66	Agreed	1 <sup>st</sup>
15.	Helping students develop critical thinking and problem-solving skills influences the development of leadership capacity	1118	3.43	0.69	Agreed	2 <sup>nd</sup>
16.	Fostering self-confidence and self-esteem in students influences the development of leadership capacity	1108	3.40	0.85	Agreed	3 <sup>rd</sup>
17.	Modelling positive leadership behaviours among students influences the development of leadership capacity	1079	3.31	0.82	Agreed	5 <sup>th</sup>
18.	Creating opportunities for students to practise leadership skills through extracurricular activities influences the development of leadership capacity	963	2.95	1.17	Agreed	6 <sup>th</sup>
<b>Grand Mean</b>		<b>3.33</b>				

(Criterion Mean = 2.5, Mean  $\geq$  2.5, Agreed, Mean < 2.5, Disagreed)

Table 5 shows the extent to which teachers' mentorship role with students influence their leadership capacity development in Bayelsa State. Majority of the respondents agreed to items 13-18, with their mean scores greater than or equal to the criterion mean (2.5), while just few of the respondents disagreed to the items. The grand mean of 3.33 implies that teachers' mentorship role with students that influence their leadership capacity development to a very high extent include; providing guidance and support to students in identifying their strengths and weaknesses, encouraging students in the academic pursuit influences the development of leadership capacity, helping students develop critical thinking and problem-solving skills, and fostering self-confidence and self-esteem in students, among others.

**Research Question 4:** To what extent does teachers' role as mentors to fellow colleagues influence their leadership capacity development in Bayelsa State?

**Table 6: Mean score and standard deviation of the extent to which teachers' role as mentors to fellow colleagues influence their leadership capacity development in Bayelsa State**

Responses (n =326)						
SN	Items	Sum	$\bar{x}$	SD	Decision	Rank
19.	Providing guidance and support to colleagues in their professional development influences the development of leadership capacity	904	2.77	1.03	Agreed	5 <sup>th</sup>
20.	Sharing best practices and innovative teaching strategies influences the development of leadership capacity	958	2.94	0.90	Agreed	4 <sup>th</sup>
21.	Promoting a culture of collaboration and continuous learning influences the development of leadership capacity	885	2.71	0.84	Agreed	6 <sup>th</sup>
22.	Modelling effective leadership behaviours influences the development of leadership capacity	1130	3.47	0.90	Agreed	1 <sup>st</sup>
23.	Fostering a positive and inclusive school culture influences the development of leadership capacity	1046	3.21	0.99	Agreed	3 <sup>rd</sup>
24.	Advocating for policies that support teacher growth and development influences the development of leadership capacity	1061	3.25	1.06	Agreed	2 <sup>nd</sup>
Grand Mean			3.06			

(Criterion Mean = 2.5, Mean  $\geq$  2.5, Agreed, Mean < 2.5, Disagreed)

Table 6 shows the extent to which teachers' role as mentors to fellow colleagues influence their leadership capacity development in Bayelsa State. Majority of the respondents agreed to items 19-24, with their mean scores greater than or equal to the criterion mean (2.5), while just few of the respondents disagreed to the items. The grand mean of 3.06 implies that teachers' role as mentors to fellow colleagues that influence their leadership capacity development to a very high extent include; modelling effective leadership behaviours, fostering a positive and inclusive school culture, and advocating for policies that support teacher growth and development, among others.

**Research Question 5:** To what extent does teachers' contribution to the wider school leadership context influence their leadership capacity development in Bayelsa State?

**Table 7: Mean score and standard deviation of the extent to which teachers' contribution to the wider school leadership context influence their leadership capacity development in Bayelsa State**

SN	Items	Responses (n =326)				Rank
		Sum	$\bar{x}$	SD	Decision	
25.	Providing guidance and support to other teachers in the school influences the development of leadership capacity	1069	3.28	0.97	Agreed	2 <sup>nd</sup>
26.	Participating in decision-making processes that affect the school as a whole influences the development of leadership capacity	1179	3.62	0.65	Agreed	1 <sup>st</sup>
27.	Collaborating with other school leaders to develop and implement policies and initiatives influences the development of leadership capacity	1052	3.23	1.07	Agreed	4 <sup>th</sup>
28.	Modelling effective teaching practices for their colleagues influences the development of leadership capacity	1068	3.28	1.03	Agreed	2 <sup>nd</sup>
29.	Serving as advocates for students and their families influences the development of leadership capacity	1026	3.15	1.07	Agreed	5 <sup>th</sup>
30.	Contributing to the overall culture and climate of the school influences the development of leadership capacity	1001	3.07	1.08	Agreed	6 <sup>th</sup>
<b>Grand Mean</b>		<b>3.27</b>				

(Criterion Mean = 2.5, Mean  $\geq$  2.5, Agreed, Mean < 2.5, Disagreed)

Table 7 shows the extent to which teachers' contribution to the wider school leadership context influence their leadership capacity development in Bayelsa State. Majority of the respondents agreed to items 25-30, with their mean scores greater than or equal to the criterion mean (2.5), while just few of the respondents disagreed to the items. The grand mean of 3.27 implies that teachers' contribution to the wider school leadership context that influence their leadership capacity development to a very high extent include; participating in decision-making processes that affect the school as a whole, providing guidance and support to other teachers in the school, modelling effective teaching practices for their colleagues, and collaborating with other school leaders to develop and implement policies and initiatives, among others.

### Presentation of Hypotheses

**Hypothesis 1:** There is no significant gender difference in the perception teachers have about their leadership role in secondary schools in Bayelsa State.

**Table 8: Summary of independent t-test analysis on the gender difference in the perception teachers have about their leadership role in secondary schools in Bayelsa State**

Gender	n	$\bar{x}$	SD	df	$t_{cal}$	$t_{tab}$	Sig.	Decision
Male	179	21.05	1.77	324	1.09	1.96	0.28	NS
Female	147	21.27	1.79					

**NS- Not Significant**

Table 8 indicates that  $t_{cal} = 1.09$ ,  $df = 324$ , and  $t_{tab} = 1.96$ . Therefore, since  $t_{cal} < t_{tab}$  and  $P = 0.28 > 0.05$ , then there is no significant gender difference in the perception teachers have about their leadership role in secondary schools in Bayelsa State. Hence, the null hypothesis one is retained at the 0.05 level of significance.

**Hypothesis 2:** There is no significant gender difference in the extent to which teachers' instructional leadership roles influence their leadership capacity development in Bayelsa State.

**Table 9: Summary of independent t-test analysis on the gender difference in the extent to which teachers' instructional leadership roles influence their leadership capacity development in Bayelsa State**

Gender	n	$\bar{x}$	SD	df	$t_{cal}$	$t_{tab}$	Sig.	Decision
Male	179	18.89	2.67	324	0.32	1.96	0.75	NS
Female	147	18.80	2.58					

**NS- Not Significant**

Table 9 indicates that  $t_{cal} = 0.32$ ,  $df = 324$ , and  $t_{tab} = 1.96$ . Therefore, since  $t_{cal} < t_{tab}$  and  $P = 0.75 > 0.05$ , then there is no significant gender difference in the extent to which teachers' instructional leadership roles influence their leadership capacity development in Bayelsa State. Hence, the null hypothesis two is retained at the 0.05 level of significance.

**Hypothesis 3:** There is no significant gender difference in the extent to which teachers' mentorship roles with students influence their leadership capacity development in Bayelsa State.



**Table 10: Summary of independent t-test analysis on the gender difference in the extent to which teachers' mentorship roles with students influence their leadership capacity development in Bayelsa State**

Gender	n	$\bar{x}$	SD	df	$t_{cal}$	$t_{tab}$	Sig.	Decision
Male	179	19.91	2.35	324	0.56	1.96	0.58	NS
Female	147	20.05	2.20					

**NS- Not Significant**

Table 10 indicates that  $t_{cal} = 0.56$ ,  $df = 324$ , and  $t_{tab} = 1.96$ . Therefore, since  $t_{cal} < t_{tab}$  and  $P = 0.58 > 0.05$ , then there is no significant gender difference in the extent to which teachers' mentorship roles with students influence their leadership capacity development in Bayelsa State. Hence, the null hypothesis three is retained at the 0.05 level of significance.

**Hypothesis 4:** There is no significant gender difference in the extent to which teachers' roles as mentors to fellow colleagues influence their leadership capacity development in Bayelsa State.

**Table 11: Summary of independent t-test analysis on the gender difference in the extent to which teachers' roles as mentors to fellow colleagues influence their leadership capacity development in Bayelsa State**

Gender	n	$\bar{x}$	SD	df	$t_{cal}$	$t_{tab}$	Sig.	Decision
Male	179	18.23	3.06	324	0.78	1.96	0.44	NS
Female	147	18.51	3.43					

**NS- Not Significant**

Table 11 indicates that  $t_{cal} = 0.78$ ,  $df = 324$ , and  $t_{tab} = 1.96$ . Therefore, since  $t_{cal} < t_{tab}$  and  $P = 0.44 > 0.05$ , then there is no significant gender difference in the extent to which teachers' roles as mentors to fellow colleagues influence their leadership capacity development in Bayelsa State. Hence, the null hypothesis four is retained at the 0.05 level of significance.

**Hypothesis 5:** There is no significant gender difference in the extent to which teachers' contributions to the wider school leadership context influence their leadership capacity development in Bayelsa State.

**Table 12: Summary of independent t-test analysis on the gender difference in the extent to which teachers' contributions to the wider school leadership context influence their leadership capacity development in Bayelsa State**

Gender	n	$\bar{x}$	SD	df	$t_{cal}$	$t_{tab}$	Sig.	Decision
Male	179	19.63	3.67	324	0.08	1.96	0.94	NS
Female	147	19.60	3.98					

*NS- Not Significant*

Table 12 indicates that  $t_{cal} = 0.08$ ,  $df = 324$ , and  $t_{tab} = 1.96$ . Therefore, since  $t_{cal} < t_{tab}$  and  $P = 0.94 > 0.05$ , then there is no significant gender difference in the extent to which teachers' contributions to the wider school leadership context influence their leadership capacity development in Bayelsa State. Hence, the null hypothesis five is retained at the 0.05 level of significance.

## DISCUSSION OF FINDINGS

The study investigated the influence of teachers' leadership roles on leadership capacity development in Bayelsa State, Nigeria. The result in table 3 shows that teachers' perception about their leadership role to a very high extent include; being instructional leaders of the classroom, being responsible for maintaining discipline and order in the school, mentors and role models for their students, and accountable for student performance and academic outcomes, among others. Also, the result of Table 8 shows that there is no significant gender difference in the perception teachers have about their leadership role in secondary schools in Bayelsa State. The implication of these findings is that teachers play a crucial role in shaping the academic outcomes of their students, and therefore, they need to be adequately supported and empowered to fulfil their leadership responsibilities effectively. This finding is corroborated by Ayeni (2020), whose study revealed that there was a significant relationship between capacity building and teachers' productivity and in spite of the inadequacies in capacity building; teachers maintained a high level of productivity, possibly due to their strong commitment to professional duties.

Also, the result in table 4 shows that teachers' instructional leadership role that influence their leadership capacity development to a very high extent include; teacher's ability to create a positive learning environment that fosters student achievement, teachers' capacity to collaborate with colleagues and stakeholders to improve school outcomes, teachers' skills in designing and implementing effective instructional strategies, and teachers' knowledge of curriculum and assessment practises, among others. While, the result of Table 9 show that there is no significant gender difference in the extent to which teachers' instructional leadership roles influence their

leadership capacity development in Bayelsa State. The implication of these findings is that teachers who possess these instructional leadership qualities are better equipped to lead their colleagues and students towards achieving academic success, and schools should prioritise the development of these skills among their teaching staff to improve overall school outcomes. This finding is corroborated by Ayeni (2020), whose study revealed that there was a significant relationship between capacity building and teachers' productivity and in spite of the inadequacies in capacity building; teachers maintained a high level of productivity, possibly due to their strong commitment to professional duties.

Furthermore, the result in table 5 shows that teachers' mentorship role with students that influence their leadership capacity development to a very high extent include; providing guidance and support to students in identifying their strengths and weaknesses, encouraging students in the academic pursuit influences the development of leadership capacity, helping students develop critical thinking and problem-solving skills, and fostering self-confidence and self-esteem in students, among others. Also, the result of Table 10 that there is no significant gender difference in the extent to which teachers' mentorship roles with students influence their leadership capacity development in Bayelsa State. The implication of this findings is that teachers play a crucial role in the development of students' leadership capacity and should be encouraged to provide mentorship to students. This can lead to the production of future leaders who are critical thinkers, problem solvers, and confident individuals. This finding is corroborated by Ayeni (2020), whose study revealed that there was a significant relationship between capacity building and teachers' productivity and in spite of the inadequacies in capacity building; teachers maintained a high level of productivity, possibly due to their strong commitment to professional duties.

Table 6 shows that teachers' role as mentors to fellow colleagues that influence their leadership capacity development to a very high extent include; modelling effective leadership behaviours, fostering a positive and inclusive school culture, and advocating for policies that support teacher growth and development, among others. Furthermore, the result of Table 11 shows that there is no significant gender difference in the extent to which teachers' roles as mentors to fellow colleagues influences their leadership capacity development in Bayelsa State. The implication of these findings is that schools should prioritise the establishment of mentoring programmes that allow teachers to learn from one another and develop their leadership skills, which can ultimately lead to improved school culture and policies that benefit all teachers. Additionally, providing ongoing professional development opportunities for teachers can also support their growth and development as leaders. This finding is corroborated by Ayeni (2020), whose study revealed that there was a significant relationship between capacity building and teachers' productivity and in spite of the inadequacies in capacity building; teachers maintained a high level of productivity, possibly due to their strong commitment to professional duties.

Table 7 shows that teachers' contribution to the wider school leadership context that influence their leadership capacity development to a very high extent include; participating in decision-making processes that affect the school as a whole, providing guidance and support to other teachers in the school, modelling effective teaching practices for their colleagues, and collaborating with other school leaders to develop and implement policies and initiatives, among others. Furthermore, the result of Table 12 shows that there is no significant gender difference in the extent to which teachers' contributions to the wider school leadership context influence their leadership capacity development in Bayelsa State. The implication of these findings is that schools should prioritise creating opportunities for teachers to participate in decision-making processes, provide guidance and support to their colleagues, and collaborate with other school leaders to develop policies and initiatives. This will enhance their leadership capacity development and ultimately improve the overall performance of the school. This finding is corroborated by Ayeni (2020), whose study revealed that there was a significant relationship between capacity building and teachers' productivity and in spite of the inadequacies in capacity building; teachers maintained a high level of productivity, possibly due to their strong commitment to professional duties.

The summary of the major findings are as follows:

1. There is no significant gender difference in the perception teachers have about their leadership role in secondary schools in Bayelsa State.
2. There is no significant gender difference in the extent to which teachers' instructional leadership roles influence their leadership capacity development in Bayelsa State.
3. There is no significant gender difference in the extent to which teachers' mentorship roles with students influence their leadership capacity development in Bayelsa State.
4. There is no significant gender difference in the extent to which teachers' roles as mentors to fellow colleagues influence their leadership capacity development in Bayelsa State.
5. There is no significant gender difference in the extent to which teachers' contributions to the wider school leadership context influence their leadership capacity development in Bayelsa State.

## CONCLUSION

The study considered the influence of teachers' leadership roles on leadership capacity development in Bayelsa State, Nigeria. Consequently, it revealed, among others, that there is no significant gender difference in the perception teachers have about their leadership role in secondary schools in Bayelsa State, there is no significant gender difference in the extent to which teachers' instructional leadership roles influence their leadership capacity development in Bayelsa State, and there is no significant gender difference in the extent to which teachers' mentorship roles with students influence their leadership capacity development in Bayelsa State. These findings imply that the responses of the respondents did not significantly differ, in other words, gender does not play a significant role in how teachers perceive their leadership roles and how these roles

influence their leadership capacity development and mentorship with students in secondary schools in Bayelsa State.

Based on the findings of the study, it was concluded that teachers' leadership roles are crucial in promoting school effectiveness and student achievement, and that it is important for schools to provide opportunities for teachers to develop their instructional leadership capacity, mentorship capacity, and leadership capacity building through professional development programmes and other supportive measures. Also, teachers' instructional leadership role is crucial in developing their leadership capacity, and it is important for schools to provide professional development opportunities that enhance teachers' abilities in creating a positive learning environment, collaborating with colleagues and stakeholders, designing effective instructional strategies, and improving their knowledge of curriculum and assessment practises.

## RECOMMENDATIONS

Considering the findings, discussion and conclusions of this study, the following recommendations are made:

1. The administrators of secondary schools in Bayelsa State should provide adequate training and support for teachers to enhance their leadership skills and effectively carry out their roles and responsibilities in the classroom and school community.
2. The Bayelsa State Ministry of Education should provide teachers with opportunities for professional development in areas such as collaborative learning, curriculum design, and assessment practices to enhance their instructional leadership capacity.
3. The Bayelsa State Ministry of Education should train teachers and equip them with the necessary skills to effectively mentor students in order to enhance their leadership capacity development, which is crucial for their personal and professional growth.
4. The Bayelsa State Government should prioritise the implementation of mentorship programmes for teachers to enhance their leadership capacity and improve the overall quality of education in the state.
5. Policymakers in the Bayelsa State Ministry of Education should ensure that school leadership development programmes focus on enhancing teachers' participation in decision-making processes, providing opportunities for teachers to mentor and support each other, and promoting collaboration among school leaders to improve the overall effectiveness of the school.

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