

## Leadership Qualities of Principals and Teachers' Productivity in Some Selected Secondary Schools in Ado-Ekiti, Ekiti State, Nigeria

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**Abstract:** *The study examined the leadership qualities of principals and teachers' productivity in some selected secondary schools in Ado-Ekiti, Ekiti state, Nigeria. The population comprised the principals and all teachers in secondary school Ado-Ekiti, Ekiti state. Multistage sampling procedure was used to select the sample of 100 teachers. 5 wards were selected using stratified random sampling technique from which a school was each selected using convenience sampling technique, after which 20 teachers were randomly selected from each school. A research instrument was designed for the study namely Leadership Quality of Principal and Teachers Productivity Questionnaire (LQPTPQ). The face and content validity were ascertained. The reliability of the instrument was 0.82. The research questions were answered using frequency counts and percentages. The hypotheses were tested using Pearson Product Moment Correlation coefficient (PPMC) and all hypotheses were tested at 0.05 level of significance. The results revealed that students' performance was a major that determines the level of teachers' productivity. It also revealed that access to teaching materials, use of technology and contemporary teaching methods were other factors that could determine the level of teachers' productivity. It further ascertained that effective communication and rewards are principals' qualities that could enhance teachers' productivity. The study concluded that leadership qualities of principals have positive impact on teachers' productivity. School principals should also adopt the best ways possible in motivating the teachers for high productivity and overall job performance and modern technological equipments for teaching and teaching aids must be made available to teachers for great results.*

**Keywords:** Leadership qualities, Principals, Teachers Productivity,

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## INTRODUCTION

Quality education is the heartbeat of any nation. A nation which desires quality education must in turn produce quality teachers. The student's teaching and learning outcomes is dependent on the productivity of teachers. The assessment of how well the educational process uses its workers in teaching and learning activities is known as teachers' productivity (Ayeni & Akinola, 2019). It is particularly strong as a predictor of student achievement. It basically explains how teachers should manage teaching and learning materials in order to have a beneficial impact on students' learning outcomes. (Bahr, Kinzer, and Rieth, 2018). The degree to which secondary school objectives are accomplished is largely contingent upon how well and quickly teaching personnel do their principal tasks.

The term “productivity” in this study refers to the degree of a teacher's efficacy in terms of lesson planning, following the schedule of teaching, using textbooks, conducting research, using instructional materials, motivating students, maintaining classroom order, providing continuous assessment, and providing performance feedback in carrying out teaching activities in the classroom. In addition, teachers' contributions to students' learning—which can be assessed by a variety of factors, including leadership, pay and incentives, student performance, organizational culture, environment, and communication—can be seen as a measure of their productivity rather than the precise amount of learning attained by students.

Effective classroom management is crucial to raising instructors' productivity and improving students' learning outcomes in schools, according to Emunemu & Isuku (2011). These include having a solid grasp of the material and making sure that instruction is conducted in a well-planned, structured, and reinforced setting using teaching and learning aids, among other things, to spark students' imaginations and promote methodical comprehension and knowledge acquisition. Additionally, a study on The Impact of Technology Integration in Teaching Performance found that teachers can use technology-based teaching and learning resources and tools to help bridge the gap and strengthen the shortcomings of traditional teaching techniques. (Hero, 2019).

In her research, Ijaiya (2013) examined the relationship between productivity and education. She discovered that principals, teachers' work performance and productivity are all influenced by effective teaching, which is measured by students' academic performance on exams, punctuality at school and during classes, providing extra lessons to students, and contributing to the school's advancement through extracurricular activities like sports, student behavior, and committee assignments as designated by the principal. She also emphasized that teachers might be viewed as unhelpful, ineffective and rated poorly if these assignments are carried below expectation.

It is impossible to overstate the significance of leadership in an organized organization. Training fosters leadership, which is demonstrated in interactions with group members who willingly accept

responsibility for working toward shared objectives. It is impossible to overstate the significance of leadership in an organized organization. Training fosters leadership, which is demonstrated in interactions with group members who willingly accept responsibility for working toward shared objectives (Ochoyi, 2023). The capacity of a person or group to motivate and direct followers or members of a group, community or organization is known as leadership. It can also be seen as a collection of actions meant to facilitate group direction alignment, strategic plan execution, and organizational renewal.

Every institution or organization needs strong leadership since it has a significant impact on achieving goals and fostering organizational development. It is thought that leadership quality has a major impact on how well social systems operate. The productivity of employees has been regularly linked to managers' leadership behavior, and managers' particular leadership philosophies are strong indicators of the efficacy of their organizations.

To be effective, a leader needs to be able to motivate others, communicate effectively, be accountable, brave, patient, solve problems creatively, be thankful, empathetic, and possess self-integrity. Every leader can function effectively at any stage of their career with the help of these attributes and others. Additionally, these qualities aid in inspiring subordinates to meet organizational objectives. In order to increase productivity, a leader must be able to discern which leadership quality to employ at what time and where.

A leader who is truly effective must be able to own up to his mistakes and enforce repercussions. Regardless of the results, he has to take responsibility for his actions. He must accept accountability for both his actions and the actions or work of the team. He might have to issue an apology for his faults and rethink his plan for preventing such ones in the future.

As the primary educational engine of change and success, or even a cause of failure, school leadership is intrinsically tied to the day-to-day operations of schools (Day and Sammons, 2016). In light of the accomplishment of national educational goals and enhanced organizational performance, developing schools with capable leadership is therefore essential. In the context of a secondary school, effective leadership has a critical role in determining how happy and productive the staff will be. Therefore, by recognizing and attempting to address the needs of the instructors, principals can promote the effective performance of their staff members.

Effective leadership has a critical role in boosting teachers' morale and engagement as well as their job satisfaction and motivation. Putting an emphasis on effective communication, respecting expertise, and being willing to help out could boost educators' output. In addition, competent leadership fosters a secure, motivating, and exciting learning environment that inspires students to take chances, have confidence, and actively participate (Xenikou, 2017). Therefore, by recognizing and attempting to address the needs of their teachers, principals can promote the effective performance of their staff members. Strong communication skills and high emotional

intelligence increase the likelihood that leaders and their teams will develop positive relationships (Akinsolu, 2018). Other aspects of leadership that go beyond the use of a specific leadership style include the capacity to choose appropriate leadership behavior, control school culture, and be dedicated to achieving school objectives.

Hence, effective leadership is a tool for encouraging and boosting high production. Therefore, in order for teachers to be extremely productive in the educational system, the principal of the school must be dynamic, set a good example, treat teachers with dignity, and involve them as much as possible in choices that would likely have an impact on them within the school. This will encourage them to accomplish their instructional responsibilities to the best of their abilities and meet the established learning objectives.

Thus, this study will take into account staff motivation and good communication as leadership attributes for high teacher productivity.

### **Statement of problem**

Education system in Nigeria and the level of teachers' productivity in secondary schools appears to be decreasing on daily basis. This may be due to the leadership qualities exhibited by the principals in these schools. Education stakeholders have taken cognizance of the unpredictability and inadequate communication strategies of leadership in secondary schools which seems to have prevented teachers' productivity, breakdown and gaps in different sections of the school. Also, ineffective teaching and learning processes is perceived to be a major concern in education due to lack of or inadequate motivation of teachers by their leaders through adequate provisions of instructional materials, teaching aids, emoluments, allowances, promotion, positive reinforcement etc which seem to affect the level of productivity of the teachers.

### **Research questions**

- 1 To what extent does leadership quality affect teachers' productivity in secondary school?
2. What is the level of teachers' productivity in secondary school?

### **Hypothesis**

- H1: there is no significant relationship between leadership quality and teachers' productivity  
H2: there is no significant relationship between principal's communication skill and teachers' productivity in secondary school.  
H3: there is no significant relationship between principal's motivation strategies and teachers' productivity in secondary school

### **RESEARCH METHOD**

The study adopted descriptive survey research design. The population comprised the principals and all teachers in secondary school Ado-Ekiti, Ekiti state. Multistage sampling procedure was

used to select the sample of 100 teachers. 5 wards were selected using stratified random sampling technique from which a school was each selected using convenience sampling technique, after which 20 teachers were randomly selected from each school. A research instrument was designed for the study namely Leadership Quality of Principal and Teachers Productivity Questionnaire (LQPTPQ). The face and content validity were ascertained. The reliability of the instrument was 0.82. The research questions were answered using frequency counts and percentages. The hypotheses were tested using Pearson Product Moment Correlation coefficient (PPMC) and all hypothesis were tested at 0.05 level of significance.

## RESULTS AND DISCUSSION

This section covers the analysis and interpretation of the various data collected through the use of 100 questionnaires which were administered to the teachers. The results are presented in tables 1-3.

**Table 1: Demographics of Study Participants**

S/ N	Variables	Frequency (n=100)	Percentage (%)
1	<b>Gender</b>	Male	46
		Female	54
2	<b>Age</b>	26 – 30 years	52
		31 – 35 years	14
		36 – 40 years	18
		≥ 41 years	16
3	<b>Marital Status</b>	Married	62
		Single	36
		Divorced	2
4	<b>Educational Qualification</b>	WAEC / GCE	8
		OND / NCE	10
		HND / BSc.	48
		M.Sc. / PhD	34

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5	<b>Religion</b>	Christianity Islam Others	86 10 2	86 10 2
6	<b>Mode of Engagement</b>	Permanent Staff Part – time Staff	76 24	76 24
7	<b>Length of stay In service</b>	1-5 years 6-10 years 11-15 years 16- 20 years	16 46 20 8	16 46 20 8

**Demographics of Study Participants**

The results on the demographic study of the participants showed that 46% were male while 54% were female. 52% were between the age ranges of 26-30 years, 14% were 31-35 years, 36- 40 years, 18%, while those from 41 years and above were 16%. Majority of the teachers (62%) were married, 36% were single and 2% were divorced. The study also revealed that 48% were HND / BSc holders, 8% and 10% were WAEC and OND holders respectively, while 34% have postgraduate degrees. Most of the teachers interviewed (86%) were Christians, while 10% and 2% were Muslims and other worshippers respectively. Majority of the respondents (76%) were permanent staff while 24% were part-time teachers. About 46% of the teachers have spent at least 6 – 10 years in service followed by 20% (11-15 years), 16% (1-5 years) and 8% (16-20 years) . This has been summarized in Table 1, above.

**Table 2: Assessing the extent by which leadership quality affect teacher’s productivity in S/N. Statement: Frequency Percentage**

S/N.	Statement:	Frequency	Percentage
<b>2.1 How will you rate the leadership quality in relation to teachers’ productivity in Secondary school?</b>			
i.	Good	70	70
ii.	Bad	2	2
iii.	Satisfactory	20	20
iv.	Fair	8	8
<b>2.2 What are the specific attributes and practices of secondary school principals to their teachers?</b>			
i.	Too Harsh	4	4.1
ii.	Very Liberal	18	18.4
iii.	Too Principled	26	26.5
iv.	Very Accommodating	30	30.6
v.	Gentle and Soft Spoken	12	12.2
vi.	Highly Motivational	8	8
<b>2.3 School Principals do create a culture fear and intimidation for teachers in the workplace.</b>			
i.	Agree	50	50
ii.	Disagree	50	50
<b>2.4 How does leadership quality of secondary administrators impact the overall school productivity of teachers?</b>			
i.	Supportive & Empowering Leadership	28	28
ii.	Effective Communication & Collaboration	52	52
iii.	Lack of Recognition of Service	18	18
iv.	Lack of Support.	-	-
<b>2.5 What methodology is being used by the management to assert their authority in your school?</b>			
i.	Threat & Coercion	44	44
ii.	Encouragement & Reward System	64	64
iii.	Issuing Orders	24	24
iv.	None	-	-



**Assessing the extent by which leadership quality affect teacher's productivity in secondary school.**

The analysis of data on the extent by which leadership qualities affect teacher's productivity in secondary school, showed that majority of the teachers (70%) rated the leadership qualities in relation to teachers' productivity as good, 2% rated it as bad while 30% and 8% rated it as satisfactory and fair respectively. On specific attributes of the principals to their teachers, the following percentages were revealed: too harsh (4.1%), very liberal (18.4%), too principled (26.5%), very accommodating (30.6%), gentle and soft spoken (12.2%), and highly motivational (8%). Concerning principals creating a culture of fear and intimidation for teachers in the workplace, the study revealed that while 50% were in agreement with this, the other 50% disagreed. On the impact of principal's leadership quality on teachers' productivity, the following percentages were revealed: Supportive & Empowering Leadership (28%) effective communication and collaboration (52%), and Lack of Recognition of Service (18%). The following percentages were also revealed on the methods used by principals to assert authority: Threat & Coercion (44%), Encouragement and reward system (64%), and issuing orders (24%). This has been summarized in table 2, above.

**Table 3: Assessing the level of teacher's productivity in secondary schools.**

<b>S/N.</b>	<b>Statement:</b>	<b>Frequency</b>	<b>Percentage</b>
<b>3.1. What variable do you think can be used to evaluate/assess Teachers' level of productivity in secondary schools?</b>			
i.	Students' performance	44	44
ii.	Feedbacks from Parents	14	14
iii.	Lesson Observation.	20	20
iv.	Graduation Rate	22	22
<b>3.2 What do you think determines teachers' productivity levels differently in different topics within a secondary departments or school?</b>			
i.	Passion	8	8
ii.	Teaching Methodology	8	8
iii.	Access to teaching materials.	46	46
iv.	School Environment & Student Readiness.	20	20
v.	Years of Experience.	14	14
<b>3.3 The productivity of secondary school teachers and depends on their use of technology contemporary teaching methods.</b>			
i.	Agree.	82	82
ii.	Disagree.	18	18



<b>3.4 How do leadership qualities impact teaching in your school?</b>		<b>productivity</b>	
i.	Positively.	64	64
ii.	Negatively.	8	8
iii.	Moderately.	22	22
iv.	It has no effect.	4	4

<b>3.5 Is there a synergy between secondary school teachers' level of productivity and job in your school?</b>		<b>school satisfaction</b>	
i.	Yes	56	56
ii.	No	36	36
iii.	Indifferent	8	8

**Assessing the extent by which leadership quality affect teacher’s productivity in secondary school.**

The study revealed that the best variable in assessing the level of teachers’ productivity in secondary school is students ‘performance (44%), followed by graduation rate (22%), lesson observation (20%) with feedbacks from parents (14%) being the least determinant. 46% believed that access to teaching materials can determine a teachers productivity level differently in departments or topics within a secondary school while School Environment & Student Readiness (20%), Years of Experience (14%), passion and teaching methodology (8% each) were also rated. 82% of the teachers agreed that the productivity of secondary school teachers depends on their use of technology and contemporary teaching methods while only 18% disagreed. 66% reported that leadership qualities have positively impacted teaching productivity in their schools, followed by moderately (22%) and negative or no effective with 8% and 4% respectively. while 56% reported that there is a synergy between secondary school teacher’s level of productivity and job satisfaction in their school, 36% affirmed that there is no synergy and 8% were indifferent about the relationship. This has been summarized in Table 3.

**Data Analysis**

In order to answer the hypotheses raised in this research, Correlation analysis is employed for studying the association between the variables.

**Correlation**

Correlation technique is a statistical tool widely used for studying the association existing between two or more variables and as well revealing the strength of such association. The correlation between two or more variables is measured through the correlation coefficient. The correlation

coefficient can range from – 1 to + 1, where – 1 indicates a strong negative correlation, 0 indicates no correlation while 1 indicates a strong positive correlation.

The simple correlation coefficient r is given as:

$$r = \frac{cov(x,y)}{SxSy}$$

Where  $cov(x,y)$  is the covariance between variable X and Y.

Alternatively,

$$r = \frac{n \sum XY - \sum X \sum Y}{\sqrt{\{(n \sum X^2 - (\sum X)^2) - [n \sum Y^2 - (\sum Y)^2]\}}}$$

The hypotheses to be tested are thus given below:

**Hypothesis One**

**H<sub>0</sub>**: there is no significant relationship between leadership quality and teachers’ productivity.

**H<sub>1</sub>**: there is a significant relationship between leadership quality and teachers’ productivity.

**Test Statistic:** Pearson Product Moment Correlation =  $\frac{n \sum XY - \sum X \sum Y}{\sqrt{\{(n \sum X^2 - (\sum X)^2) - [n \sum Y^2 - (\sum Y)^2]\}}}$

**Level of Significance** = 95% confidence level ( $\alpha = 0.05$ )

Correlation matrix of Leadership Quality and Teachers’ Productivity		Leadership quality	Teachers' productivity levels
Leadership quality	Pearson Correlation	1	.055
	Sig. (2-tailed)		.745
	N	98	96
Teachers' productivity levels	Pearson Correlation	.055	1
	Sig. (2-tailed)	.745	
	N	96	96

From the above table, there is a positive correlation between Leadership Quality and teacher’s productivity as the correlation coefficient between them denoted as  $r_{12} = 0.555$

**Hypothesis two**

**H<sub>0</sub>**: there is no significant relationship between principal’s communication skill and teacher’s productivity in secondary school

**H<sub>1</sub>**: there is a significant relationship between principal’s communication skill and teacher’s productivity in secondary school

Correlation matrix of Principal's Communication Skill and Teacher's Productivity		Teacher's Productivity	Principal's communication skills
Teacher's Productivity	Pearson Correlation Sig. (2-tailed) N	1  98	.390**  .007 94
Principal's communication skills	Pearson Correlation Sig. (2-tailed) N	.390** .007 94	1  94

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**Level of Significance** = 95% confidence level ( $\alpha = 0.05$ )

**Test Statistic:** Pearson Product Moment Correlation = 
$$\frac{n \sum XY - \sum X \sum y}{\sqrt{\{[(n \sum X^2 - (\sum X)^2)] - [n \sum Y^2 - (\sum Y)^2]\}}}$$

From the table above, there is a positive correlation between Principal's communication skills and teacher's productivity as the correlation coefficient between them denoted as  $r_{13} = 0.390$

**Hypothesis three**

**H<sub>0</sub>:** There is no significant relationship between principal's motivation strategies and teachers 'productivity in secondary school

**H<sub>1</sub>:** There is a significant relationship between principal's motivation strategies and teachers 'productivity in secondary school

**Test Statistic:** Pearson Product Moment Correlation = 
$$\frac{n \sum XY - \sum X \sum y}{\sqrt{\{[(n \sum X^2 - (\sum X)^2)] - [n \sum Y^2 - (\sum Y)^2]\}}}$$

**Level of Significance** = 95% confidence level ( $\alpha = 0.05$ )

	Principal's motivation strategies	How does leadership quality of secondary school
Principal's motivation strategies	Pearson Correlation Sig. (2-tailed) N	1 .840 .891 98 96
Teacher's productivity	Pearson Correlation Sig. (2-tailed) N	-.840 1 .891 96 98

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the table above, there is a strong positive correlation between principal's motivation strategies and teachers 'productivity in secondary school as the correlation coefficient between them denoted as  $r= 0.084$

## DISCUSSION

In assessing the level of teachers' productivity in secondary school, 44% of the teachers believed that student's performance is a variable that can be used to evaluate and assess teacher's level of productivity. This result is in agreement with the study of Ijaiya, 2013 which revealed that principals, teachers' work performance and productivity are all influenced by effective teaching, which is measured by students' academic performance on exams, punctuality at school and during classes, providing extra lessons to students, and contributing to the school's advancement through extracurricular activities like sports, student behavior, and committee assignments as designated by the principal. 46% believed that access to teaching materials can determine a teachers productivity level differently in departments or topics within a secondary school. This result is in consonance with study of Emunemu & Iuku, (2011), It demonstrated that improving teacher productivity and student learning outcomes in schools requires good classroom management. According to them, these include having a solid grasp of the material and making sure that instruction is provided in a well-planned, structured, and reinforced setting using teaching and learning aids, among other things, to encourage students' creativity and enable methodical comprehension and knowledge acquisition. The study also revealed that 82% of the teacher's agreed that the productivity of secondary school teachers depends on their use of technology and contemporary teaching methods. This agrees with Hero, (2019) study on The Impact of Technology Integration in Teaching Performance. He came to the conclusion that teachers can

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bridge the gap and strengthen the shortcomings of traditional teaching techniques by utilizing technology-based teaching and learning resources. 66% reported that leadership qualities have positively impacted teaching productivity in their schools, while 56% reported that there is a synergy between secondary school teacher's level of productivity and job satisfaction in their school.

While assessing the extent by which leadership qualities affect teacher's productivity in secondary school, majority of the teachers (70%) rated the leadership qualities in relation to teachers' productivity as good. 30 teachers representing (30.6%) reported that their school managers were very accommodating when asked the specific attributes and practices of their principals towards them. 50 teachers reported that school principals do create a culture of fear and intimidation for them in the workplace, while the other 50 disagreed. 52 teachers representing (52%) reported that effective communication and collaboration from their secondary school administrators impacted their overall productivity. Encouragement and reward system, and issuing orders are the most commonly used methodology by the management to assert authorities in some secondary schools. This is as reported by 64 and 24 teachers respectively. The above results agree with Akinsolu (2018), leaders who possess good communication skills and high emotional intelligence are more likely to build favorable relationships with their staff.

## CONCLUSION

It was concluded that leadership positive qualities will enhance teacher's productivity if properly utilized. Principal's effective communication skills, motivation strategies and integration of modern technology to teaching will positively impact teacher's productivity and overall performance of students in secondary schools.

## RECOMMENDATIONS

- i. Principals' leadership training (program) should be organized for effective discharge of duties,
- ii. School principals should endeavor to communicate effectively with teachers regularly on their roles and teaching methodologies.
- iii. School principals should also adopt the best ways possible in motivating the teachers for high productivity and overall job performance.
- iv. Modern technological equipment for teaching and teaching aids must be made available to teachers for great results.

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