

# Relationship between Principals Leadership Skills and Teachers Job Performance in Secondary Schools in Gusau Metropolis, Nigeria

**Aminu Garba Jangebe**

Department of Educational Foundations, Federal University, Gusau.

**Bala Bakwai Kwashabawa**

Department of Educational Foundations, Faculty of Education and Extension Services, Usmanu Danfodio University Sokoto

doi: <https://doi.org/10.37745/ijeld.2013/vol13n43543>

Published June 10, 2025

---

**Citation:** Jangebe AG, and Kwashabawa BB (2025) Relationship between Principals Leadership Skills and Teachers Job Performance in Secondary Schools in Gusau Metropolis, Nigeria, *International Journal of Education, Learning and Development*, 13, (4), 35-43

---

**Abstract:** *The paper examined relationship between principal's leadership skills and teachers job performance in secondary schools in Gusau Educational zone, Zamfara state, Nigeria. The paper was guided by three research questions, three objectives and three null hypotheses. Correlational research design was adopted for the study. The population of the study was 5168 which comprised of 158 principals and 5010 teachers in public secondary in Gusau educational zone, Zamfara state, Nigeria. Two instruments were used for data collection titled: Principals Leadership Skills Questionnaire (PLSQ) and Teachers Job Performance Scale (TJPS). Content and face validity of the instruments was ensured by research experts of in Usmanu Danfodiyo University, Sokoto. A test-retest reliability was conducted and coefficients 0.79 for (PLSQ) and 0.83 for (TJPS) was obtained respectively. The data collected from the field work was analyzed using the same Pearson Product Moment Correlation Coefficient (PPMCC) to test the null hypotheses at 0.05 alpha level. The findings revealed that communication skills of principals have a significant relationship with teacher's job performance in secondary schools, in Gusau Educational Zone. A relationship was also found to exists between principals' coordinating skills and teacher job performance was high in secondary schools, in Gusau Educational Zone. Also, relationship between principals' controlling skills and teacher job performance was high in secondary schools, Gusau Educational Zone. Based on the findings, it is recommended that principals as an individual should work hard to improve their communication skills. This would surely provide effective communication with teachers in a way their job performance can improve. Also, principals should ensure that operations diligently carried out by staff of the school through proper coordination. This will help ensure that teachers' performance is maintained and improved for effective leadership.*

**Keywords:** principals' leadership skills, coordinating skills, controlling, communication skills, teachers job performance.

---

## INTRODUCTION

Education is a tool for building a united, independent, wealthy and egalitarian society that can maintain its tradition and values. In Nigeria, the education policy anchors on five cardinal objectives, basically a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy; a land full of bright opportunities for all citizens (Federal Government of Nigeria (FGN), 2004). In addition, Olatunji (2015), stated that Nigeria's philosophy of education is a complex one that requires adequate administrative procedure to ensure its practical achievement in the state.

Secondary schools all over the world, including Nigeria, are important institutions in the achievement of the educational policy of the state. As a formal organization, it has a bureaucratic administrative structure with established rules and regulations, aimed at providing the needed opportunities for the education and development of the learners and staff of the schools, and usually under the leadership of the principal. In their views, Ochoyi and Danladi (2009) and Wilson (2016) described education as a vital tool in the development of the learners, through the transmission of worthwhile values such as skills, knowledge and planned activities that can develop the learners' potentials for the benefit of the society. Education, thus provides for the development of the citizens, and is achieved through the implementation of the necessary school curricula and education policy of the state.

Leadership plays an indispensable role in effectiveness of an educational institution, right from the setting of goals to accomplishment of goals. Various researches have linked the school effectiveness with the leadership. In absence of leadership goal accomplishment and school effectiveness is never guaranteed. In view of Cheng and Townsend (2000) for education change and effectiveness, the role of principal is often crucial to their success. The principal is challenged to create the culture of quality that penetrates to the smallest elements, processes and the systems of an institution. It is common experience that under the same set of rules and regulations, with same set of teaching staff and students from similar background, an educational institution degenerates or maintains status quo, or rises to prominence with a change of principal. This is also borne out by large number of research studies on management of change in education (Mukhaopadhyay, 2001).

### Statement of the Problem

Principals in Zamfara state are ill-equipped or inadequate as such faced with great challenges in leading their school to meet with the mandate proficiency levels of teachers 'job performance due to the lack of leadership attribute. With many years of experience as a school head and teacher, the researcher kept questioning the reason why some dislike honourably to do their job to the extent that principals have to drag the teacher to come to school and enter classes or why the principals and teachers are not happy with posting from one school to another. Why do they always have to complain on the places they were assigned with so and so teachers or principals and are scared of so and so leader"? Some of the problems of principals' managerial skills and teacher in public secondary school in Zamfara state include problems, communication methods, decision making process, method of supervision, leadership style discipline methods to mention a few. Principals of secondary schools as a result of their positions set up the tone of the school in respect

of their skills, but some of them are not performing to expectation as they only have academy qualifications but do not possess the necessary leadership skills that would enable them function effectively, so also there are many teachers performing below expectations since they do not possess teaching standards. The poor performance of student in statement examinations has been attributed too much reason.

The researcher therefore, consider it necessary to carry out a study on the relationship among, principals' leadership 1 skills, competencies, coordinating, controlling and teacher job performance in public secondary schools of Zamfara metropolis Zamfara, state so as to examined whether managerial skill such as communication skills, coordinating skills and controlling skill, of school principals has any relationship with teachers' job performance. Also, the study attempts to find out if principals leadership skills requirement ensures the effectiveness in providing lesson plan, effective classroom teaching in terms of adequate students' assessment, accurate teaching method, adequate learning resource and effective communication skills have relationship with school effectiveness.

### **Research Questions**

In order to effectively carry out this research, the researcher seeks to answer the following questions.

1. Is there any relationship between principals' communication skills and teachers' job performance in secondary schools in Zamfara state, Nigeria?
2. Is there any relationship between principals' coordination skills and teachers' job performance in secondary schools in Zamfara state, Nigeria?
3. Is there any relationship between principals' controlling skills and teachers' job performance in secondary schools in Zamfara state, Nigeria

### **Objectives of the Study**

In the course of carrying out this research four objectives will be used to guide the study which include:

1. Ascertain the relationship between principals' communication skills and teachers' job performance in secondary schools in Zamfara state, Nigeria.
2. Find out the relationship between principals' coordination skills and teachers' job performance in secondary schools in Zamfara state, Nigeria.
3. Find out the relationship between principals' controlling skills and teachers' job performance in secondary schools in Zamfara state, Nigeria.

### **Null Hypotheses**

The following null hypotheses were tested at 0.05 level of significance:

- H01:** There is no significant relationship between principals' communication skills and teachers' job performance in secondary schools in Zamfara state, Nigeria.
- H02:** There is no significant relationship between principals' coordination skills and teachers' job performance in secondary schools in Zamfara state, Nigeria.
- H03:** There is no significant relationship between principals' controlling skills and teachers' job performance in secondary schools in Zamfara state, Nigeria.

## **REVIEW OF RELATED LITERATURE**

Adwella (2014) saw leadership as the operational tool in influencing people to strive willingly and enthusiastically towards the achievement of the organizational goals, including secondary schools. Goddey (2017), Omolayo (2000), and Aghenta (2001) explained leadership as a process of influencing the activities of a group of people by a leader in an effort towards the attainment of the organizational goal. It involves the act of getting things done with the cooperation and assistance of other people. Leadership is therefore an important instrument in the initiation and implementation of the organizational policies, including educational policies and philosophy of the secondary schools in the State, and the leadership style and traits so applied by the leader influences the job performance of the staff in the organization (Yahaya, Osman, Mohammed, Gibrilla, & Issah, 2014).

According to Bassey (2006) and Koko (2005) coordinating skill of organization is made up of different parts, but must function both separately and co-operatively for the realization of the organizational goal, the tasks of effective co-ordination become very crucial. Co-ordination so that unity of purpose for goal attainment can be realized by the leaders. the act of coordinating, making different people or things work together for a goal or effect, or the regulation of diverse elements into an integrated and harmonious operation". Coordination also means „integrating or linking together different parts of an organization to accomplish a collective set of tasks" or integrating or linking together different resources to accomplish a collective set of tasks.

It is apparent that all the leaders want their subordinates to perform to the best of their abilities and carry out their job duties in accordance to the expectations of the organizations and employers (Halford, 2020). The leaders in educational institutions as well as organizations give feedback to their students and employees in terms of their performance. When the performance is done well, the feedback is positive, whereas, when the performance is not done well, the feedback is negative.

Job performance according to Gupa (2020) performance may be described as an act of accomplishing or executing a given task. It could also be described as the ability to combine skillfully the right behaviour towards the achievement of organizational goals and objectives. Gupa (2020) states that teachers job performance can be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals. It could be described as the ability of staff to combine relevant inputs for the enhancement of teaching and learning processes. It is determined by the teachers' level of participation in the running of classroom.

In another development, Goddey (2017) explained that job performance involves teachers activities that contribute to the classroom value, and could be directly or indirectly based on the status of the teacher. Every job in the secondary school system is carried out by the school staff, either by the academic or non-academic staff, and staff job performance is assessed based on the staff activities in the school as directed by the principal.

Ayeni and Ayanda (2014) conducted a research which examined the efficacy of principals controlling and coordinating strategies on teacher's instructional performance, determined students learning outcomes and investigated the challenges in instructional management in

secondary schools. Descriptive survey research design was adopted for data collection and analysis. A total of 480 participants comprised 30 principals and participants comprised 30 principals 450 teachers completed the questionnaire titled coordination and control strategies questionnaire (CSCQ)" in public secondary schools using multi stage sampling techniques. Four research questions and four hypotheses were formulated. The simple percentage was used to answer the research question while Pearson correlation static was employed to test the hypotheses a  $p < 0.05$  level of significance. The results showed that the relationship between principal's strategies and teacher's instructional performance was low in coordinating ( $r=0.284$ ,  $p < 0.05$ ), controlling ( $r = 0.149$ ,  $P20.05$ ) and teachers' instructional performance and students learning outcome ( $0.076$ ,  $p < 0.05$ ) the major constraints identified included inadequate learning resources (63.3%); lack of adequate and well-equipped offices for teachers (80%). Lack of conclusive classroom (36.7%) fairly conducive classroom (40%). The study conducted that the government in collaboration with school principals and other relevant stakeholders should provide adequate number of teachers learning resources, classroom and capacity development for teachers to address the gap in curriculum instruction management in secondary schools.

## RESEARCH METHODOLOGY

The design for this study would be descriptive survey. Nworgu (2006) defines descriptive survey design as those studies that aim at collecting data and describing it in a systematic way in given population. The population of the study comprises of 158 principals and 5010 teachers in the 158 senior secondary schools in Gusau Educational Zone, Zamfara state, Nigeria.

Multi-stage sampling technique was used in this study. The number of schools was purposely selected. A total of 370 respondents was arrived at using Research Advisors (2006) table. Proportionate sampling was used to select sample representatives in the selected schools, while random sampling was used to select the required number of respondents.

The instruments used to collect data in this study were Principals' Leadership Skills Questionnaire (PLSQ) and Teachers' Job Performance Scale (TJPS) which were researcher designed. The instruments were validated by supervisors and other experts in the Department of Educational Foundations, Faculty of Education and Extension Services, Usmanu Danfodiyo University Zamfara. A pilot testing was done in two senior secondary schools in Zamfara state outside the study areas. The instruments were administered to 2 principals and 16 teachers, and re-administered after an interval of three weeks. The results were correlated and reliability indices of 0.79 for (PLSQ) and 0.83 for (TJPS) were obtained, which shows that the instruments were reliable for data collection. Analysis of results was done using Pearson Product Moment Correlation Co-efficient (PPMCC) to test the null hypotheses at alpha 0.05 level of significance.

### Hypotheses Testing

This section presents the results of null hypotheses tested and the results were presented in tabular form as follows:

**H<sub>01</sub>:** There is no significant relationship between principals' communication skills and teachers' job performance in secondary schools in Zamfara state, Nigeria.

To test this null hypothesis, data generated via principals' communication skills and teachers' job performance to see relationship between the two variables which were subjected to inferential statistics using PPMCC as shown in Table 1.

**Table 1: Relationship between Principals' Communication Skills and Teachers' Job Performance in Secondary Schools in Zamfara State, Nigeria.**

Variables	N	$\bar{x}$	SD	r-Cal	P-value	Decision
Principals' Communication Skills	347	17.38	4.05	.820	.000	Rejected
Teachers' Job Performance	33	25.22	4.01			

Source: Fieldwork, 2021

From the result of Table 1, principals' communication skills and teachers' job performance in secondary schools in Zamfara state, Nigeria were positively related and significant, Pearson's  $r = .820$ ,  $p = .000$ . This indicates that there was significant relationship between principals' communication skills and teachers' job performance in secondary schools in Zamfara state, Nigeria because the p-value (.000) is less than the .05 level of significance. Therefore, hypothesis which states that there is no significant relationship between principals' communication skills and teachers' job performance in secondary schools in Zamfara state, Nigeria was rejected.

**H<sub>02</sub>:** There is no significant relationship between principals' coordination skills and teachers' job performance in secondary schools in Zamfara state, Nigeria.

To test this null hypothesis, data generated via principals' coordination skills and teachers' job performance to see relationship between the two variables which were subjected to inferential statistics using PPMCC as shown in Table 2.

**Table 2: Relationship between Principals' Coordination Skills and Teachers' Job Performance in Secondary Schools in Zamfara State, Nigeria.**

Variables	N	$\bar{x}$	SD	r-Cal	P-value	Decision
Principals' Coordination Skills	347	19.38	3.77	.541	.000	Rejected
Teachers' Job Performance	33	29.22	4.08			

Source: Fieldwork, 2021

From the result of Table 2, principals' coordination skills and teachers' job performance in secondary schools in Zamfara state, Nigeria were positively related and significant, Pearson's  $r = .541$ ,  $p = .000$ . This indicates that there was significant relationship between principals' coordination skills and teachers' job performance in secondary schools in Zamfara state, Nigeria because the p-value (.030) is less than the .05 level of significance. Therefore, hypothesis which states that there is no significant relationship between principals' coordination skills and teachers' job performance in secondary schools in Zamfara state, Nigeria was rejected.

**H<sub>03</sub>:** There is no significant relationship between principals' controlling skills and teachers' job performance in secondary schools in Zamfara state, Nigeria.

To test this null hypothesis, data generated via principals' controlling skills and teachers' job performance to see relationship between the two variables which were subjected to inferential statistics using PPMCC as shown in table 3:

**Table 3: Relationship between Principals' Controlling Skills and Teachers' Job Performance in Secondary Schools in Zamfara State, Nigeria.**

Variables	N	$\bar{x}$	SD	r-Cal	P-value	Decision
Principals' Controlling Skills	347	17.38	3.15	.891	.030	Rejected
Teachers' Job Performance	33	21.22	4.38			

**Source: Fieldwork, 2021**

From the result of Table 3, principals' controlling skills and teachers' job performance in secondary schools in Zamfara state, Nigeria were positively related and significant, Pearson's  $r = .891$ ,  $p = .030$ . This indicates that there was significant relationship between principals' controlling skills and teachers' job performance in secondary schools in Zamfara state, Nigeria because the p-value (.030) is less than the .05 level of significance. Therefore, hypothesis which states that there is no significant relationship between principals' controlling skills and teachers' job performance in secondary schools in Zamfara state, Nigeria was rejected.

## SUMMARY OF MAJOR FINDINGS

The following are the major findings of this study.

1. The relationship between principals' communication skills and teacher job performance was high in secondary schools.
2. The relationship between principals' coordinating skills and teacher job performance was high in secondary schools.
3. The relationship between principals' controlling skills and teacher job performance was high in secondary schools.

## DISCUSSION OF FINDINGS

The findings in Table 1 indicated a high relationship between principals' communication skills and teacher job performance in secondary schools. Manafa (2018) believes that poor usage of communication skills lower the standard of education, hinders educational policy implementation, misunderstanding and lack of unity of purpose in the school which lower the performance of teachers. According to Egbe (2002), an organization cannot work properly without an efficient and effective system of communication. Administrative machines will not work unless and until the meaning has been communicated to all members of an organization. Oboegbulem and Onwura (2011) stated there must be a relation between the sender and the receiver of the message through appropriate channels that will cause the person to respond.

Table 2 shows a positive relationship between principals' coordinating skills and teacher job performance was high in secondary schools. Ibukun (2008) opined effective coordination promotes teachers' performance. It enhances productivity when competent hands are appointed as principals. Through coordination, the goals and responsibilities are clearly defined and communicated to all members of the organization. Ayeni and Ayanda (2014) explained that the principal being the driving force behind the school success is expected to adopt both vertical and horizontal coordination techniques in the management of the secondary school.

The significant relationship found in Table 3 between principals' controlling skills and teachers' job performance was high. This is supported by the findings of Manapa (2019) that ineffective controlling of school by principals causes poor teaching and lazy preparation of budgets. The findings is also in line with Ayeni and Ayanda (2014) who also found relationship between principals' controlling strategies and teacher instructional performance.

## CONCLUSION

Leadership skills are so important that no education system can survive without it. If future of secondary schools in Gusau Educational zone in particular, and Zamfara State in general is to be ensured, principals must be effective in discharging their duties which required a lot of skills. Leadership skills is therefore one of the most important skills every principal should have.

## Recommendations

Based on the findings of the study, the following recommendation were made:

1. Principals as an individual should work hard to improve their communication skills. This would surely provide effective communication with teachers in a way their job performance can improve.
2. Principals should ensure that operations diligently carried out by staff of the school through proper coordination. This will help ensure that teachers' performance is maintained and improved for effective leadership.
3. Zamfara state government should frequently provide capacity-building workshop for principals to improve their leadership skills to enable them promote the performance of teachers in their schools.

## REFERNCES

- Adwelle, J. (2014). *The principals' leadership style and teachers' performance in secondary schools of Gambella regional state*. Unpublished M.A Thesis in the Department of Educational Planning and Management. University of Jimaa: Ethiopia.
- Aghenta, J. A. (2001). *Educational planning: A turning point in education and development in Nigeria. An Inaugural Lecture Series 58*. University of Benin: Nigeria. 10-18.
- Ayeni, A.J. & Aynda, C.A. (2014). *Assessing principals' coordinating and controlling strategies for effective teaching and quality learning outcome in secondary schools in Ondo State, Nigeria. International Journal of Learning, Teaching and Educational Research*, 7(1), 180-200.
- Bassey, S. U. (2006). *Universal basic education: Its Funding*. <http://www.2.ncsu.edu/ncsu/aern/bassey.html>.

- Cheng, Y.C & Townsend, T. (2000). *Educational change and development in the Asian Pacific region: trends and issues*, In T. Townsend and Y.C. Cheng (Eds). Educational change and development in the Asia-Pacific region: Challenges for the future, Rotterdam: Swets and Zeitlinger.
- Federal Government of Nigeria (FGN) (2004). *National policy in education (revised)*. Lagos: NERC Press. 277-298.
- Goddey, W. (2017). *Principals' Leadership Style and Staff Job Performance in Selected Secondary Schools in Emohua Local Government Area of Rivers State, Nigeria*. *International Association of African Researchers and Reviewers*, 11 (3), 115-131.
- Gupa, S.I. (2020). Relationship between principals' leadership style practices and their job performance in senior secondary schools in North central zone, Nigeria, Unpublished Ph.D. thesis submitted to the department of educational foundations, faculty of education Usmanu Danfodiyo University Zamfara, Nigeria.
- Koko, M. N. (2005). *Human Management: A Practical Approach*. Port Harcourt: Harvey Publication.
- Manafa, I.F. (2018). Communication skills needed by principals for effective management of secondary schools in Anambra state. *Online Journal of Arts, Management and Social Sciences (OJAMSS)*, 3(2), 17-25.
- Mukhopadhyay, M. (2001). *Total quality management in education*. New Delhi: National Institute of Educational Planning & Administration.
- Nwosu, J. C. (2017). Principals' communication strategies contributes to teachers' work performance in secondary schools. The target population comprised of all teachers in public secondary schools in Ikenne Local Government Area of Ogun State. *International Journal of Education, Learning and Development*, 5(9), 1-12.
- Nworgu, B. G. (1991). *Educational research: Basic issues and methodology*. Ibadan: Wisdom publisher Ltd. 51-60.
- Ochoyi, U. E. & Donald, P. (2009). Challenges for mathematics teachers in the teaching of measurement under the universal basic education programme in Nigeria. *Journal of Mathematics Association of Nigeria*. 34(1). 85-90.
- Olatunji, M. O. (2015). What is Nigeria's philosophy of education? *American Journal of Social Issues and Humanities*. 5(2). 393-399. 10th -12th February. 9-18.
- Wilson, G. (2016). Teachers' challenges and job performance in Rivers State, Nigeria universal basic education. *Covenant University Journal of Politics & International Affairs (CUJPAI)*. 4(1), 52-60.
- Yahaya, A. Osman, I., Mohammed, A. F., Gibrilla, I., & Issah, E. (2014). Assessing the effects of leadership styles on staff productivity in Tamale. Polytechnic, Ghana. *International Journal of Economics, Commerce and Management*. 2(9). 1-23.