

PRINCIPALS' MANAGERIAL STYLES AND TEACHERS' JOB PERFORMANCE IN PRIVATE SECONDARY SCHOOLS, KWARA STATE NIGERIA

Habibat Abubakar Yusuf¹

Abstract

The efficacy of the school system is hinged on principals' possession of skills needed for smooth operation. This study adopted a descriptive design in examining the relationship between principals' managerial styles and teachers' job performance in Private Secondary Schools in Kwara State, Nigeria. The population comprised 4,510 students, 4,702 teachers, and 70 superintendents across the private secondary schools in Kwara State, Nigeria. Using the proportionate sampling technique, a sample size of 178 students, 187 teachers, and 17 superintendents in private secondary schools respectively were selected for the study. An adapted questionnaire titled "Principals' Managerial Styles and Teachers' Job Performance Questionnaire (PMSTJPQ) was administered to participants after being validated by three experts. Data collected were subjected to statistical analysis as the five research questions raised were answered using descriptive statistics of mean and standard deviation while the main hypothesis and three operational hypotheses were tested using inferential statistics of Pearson product-moment correlation at 0.05 level of significance. The mean for the three sub-scales in PMSTJPQ were 3.12, 2.63, and 2.57 for participative, consultative, and collaborative managerial styles respectively, while the mean for PMSTJPQ was 2.96 for teachers' job performance. Findings showed a significant

¹Habibat Abubakar Yusuf, PhD, University of Ilorin, Nigeria,
Yusuf.ha@unilorin.edu.ng

relationship between principal managerial styles and teacher job performance in private secondary schools in Kwara State, Nigeria. The paper raises important issues about collective stakeholder engagement and not limiting participation to those who have formal or specific characteristics.

Keywords

Principal managerial styles, teacher job performance, participative, consultative, collaborative, Nigeria

INTRODUCTION

Education in Nigeria, as in other countries of the world, is regarded as an instrument for national development. It is necessary for the political, social, scientific, technological, and economic development of the nation. It is through education that the citizens of every nation acquire the knowledge, styles, abilities, and competencies needed for self-development as well as the development of their society. The national policy of education spelled out explicitly the goals of the Nigerian education system. To achieve the goals efficiently and effectively, our educational institutions need effective management and dynamic leadership. The central theme of educational management is the harnessing of both human and material resources to achieve desired goals and objectives. This calls for creativity, ingenuity, resourcefulness, and prudence on the part of the educational managers at all school levels in Nigeria. The education manager who is sometimes referred to as a school administrator must have the ability and requisite styles to intelligently harness the available educational resources for the successful accomplishment of the national educational objectives. Nascimento and Chusoli (2019) complement this in their submission by emphasizing the important role school managers play in ensuring and assuring education

quality and well-functional institutions that will meet the immediate and future needs of society.

The management of education in Nigeria, in recent times, has become more complex than before. This is attributed to the increasing demand for formal education across all levels ranging from pre-basic to higher education following the need to expand the scope-wide quality of education for sustainable development with a focus on lifelong learning opportunities for all across all levels (Owen, 2017). Additionally, society is changing rapidly as a result of modern technological development and globalization. This situation exerts great pressure on school administrators to produce quality graduates that can meet up with global competitiveness. To achieve this, the school environment must be properly administered by school managers to support meaningful teaching and learning through different managerial styles. Managerial style is the particular way managers go about accomplishing their objectives. It encompasses the way they make decisions, plan, organize work, and exercise authority. A good manager is someone who can adjust his management style to suit different environments and employees. An individual's management style is shaped by many different factors including internal and external work environments and how one views the role of work in the lives of employees. It makes a difference in how we communicate, delegate, and how we move businesses forward.

Some management styles may be best for a particular situation, and some may not, thus, awareness of different types of management styles will help the managers to handle different situations optimally. Namiq (2018) opined that managerial style is best portrayed as a strategy of management that is utilized by school heads. It is the technique of working with and via teachers to successfully

acquire the goals of education through efficient use of available resources. Managerial style in this regard is the particular way education managers go about accomplishing their objectives. It encompasses the way they make decisions, plan, organize work, and exercise authority. A good manager is someone who can adjust his management style to suit different environments and employees. An individual's management style is shaped by many different factors including internal and external work environments and how one views the role of work in the lives of employees; it makes a difference in how we communicate, delegate, and how we move businesses forward (Ali et al., 2021; Okon & Isong, 2016). In schools, the heads perform many functions and play many roles. They are responsible for handling many situations and these situations are usually different from one another. When it comes to handling such situations, they use their own management styles. To this end, an effective managerial style is the extent to which school heads continually and progressively manage and direct teachers to a predetermined destination agreed upon by the school.

REVIEW OF LITERATURE

Understanding the mechanism of management is fundamental to achieving school success. To practice effective management that will lead a school to the achievement of set goals, principals adopt various managerial styles. The management styles adopted by the principals greatly influence the school atmosphere and the competence of teachers (Castro, 2016). The Mother of Modern Management, Mary Parker Follett, believed that management was the art of getting things done through people; she developed her management theory on the

principles of integration and group power (Robbins & Coulter, 2012). Based on Follett's theory, it is essential to have direct contact between the principals and teachers to have a smooth relationship while avoiding the misunderstandings and conflicts that hinder the smooth running of the school while ensuring that teachers at all levels are integrated with the school goals. The theory proposed meetings at regular intervals and constructive discussions at school are keys to practically implementing smooth operations. It is also important that rather than having a rigid hierarchy, there should be a delegation of power to specific teachers who have the ability to make fruitful decisions. This will help in eliminating conflicts, and a conscious effort is used to work as a team and move in one direction rather than being in a freefall stage. Hussain et al. (2019) noted that the concept of the theory is "co-active power" as this way, teachers feel better that they are valued and take their own initiative rather than being directed to do tasks. However, Follett also argued that structural hierarchy is equally important for the school. At the same time, instead of personal power, there should be group power because schools do not exist to benefit one person, but to be beneficial for all (Hussain, Baloch, & Haque, 2019). Due to this thought, there is higher teamwork rather than competition among teachers. Follett's theory is applicable in the present day too, because there is evidence of schools being successful due to higher integration and power-sharing.

Previous studies have been conducted on leadership styles and their impact on school performance in Ghana (Amankwa & Guo-Hua, 2020), leadership styles and job satisfaction in Tanzanian public schools (Nyenembe et al., 2016), organizational performance and consultative management style in Pakistan schools (Torlak & Kuzey, 2019),

and principals' administrative and supervisory roles for teachers' job performance in Nigeria (Onyieke & Nwosu, 2018). These studies reveal the pivotal role of the principal as an educational leader in the success of the school through building a strong culture of collaboration and creative problem-solving mechanisms, setting appropriate curriculum implementation mechanisms, posing instructional leadership for students' achievement, developing and communicating plans for effective teaching among all staff members, monitoring of students learning progress and closely working with parents. Similarly, principals need to strive to satisfy the teachers so that they can exhibit maximum productivity which can be measured through effective realization of teaching and learning objectives. However, observations in some schools by the researcher revealed that the leadership of any school could perhaps have a serious impact on teachers' job performance. Since leaders have a big role to play in the job satisfaction and performance of teachers and empirical studies are yet to be carried out in private schools, it is necessary to examine the extent to which principals' managerial style influences teachers' job performance.

In a bid to practice effective management that will lead a school to the achievement of set goals, principals adopt various managerial styles. The management styles adopted by the principals greatly influence the school atmosphere and the competence of teachers (Castro, 2016). The actual meaning of teacher professionalism could only occur in the light of effective management styles and organizational productivity. Management style is the distinctive and relatively stable behavior of the manager which affects the performance of the subordinates. The style is characterized by many factors, such as people's nature or temper, penchants, attitude, or even health. Tradition and cultural

patterns as well as working conditions and the current organizational situation can also influence the choice of the appropriate style the manager uses to lead the people. A particular leadership style may either foster or hinder teaching professionalism.

Understanding the mechanism of management is fundamental to achieving success. Management Style is concerned with directing the employees, motivating, influencing, guiding, and stimulating their action towards the attainment of stated goals (Meindl, 2016). Many of the school reform plans must require active management support and participation to be successful. The manager must have a vision to be initiative and set the styles and tone for the activities in the organization. Managers are responsible to stakeholders and are expected to balance their conflicting demands and always maintain the employees as the main focus (Gimur et al., 2019). Meanwhile, effective managers need to operate beyond a managerial role. They must understand culture, value their employees, promote their professional growth, extend what they value, express what they value, promote collaboration not cooptation, and make use of bureaucratic means to facilitate and connect with the wider environment. This suggests a different view of management styles in contrast to more traditional concepts stressing top to down power or the power to control subordinates.

The qualities and behavior of a manager determine to a large extent how the subordinates feel about their organization. A particular management style may either foster or hinder the work environment. DuBrin (2005) suggests that employee management surfaces as an important element in addressing organizational improvement. A good manager produces efficient employees and useful citizens of the country. The management style repre-

sents the behavioral model that characterizes a manager. A way of approaching the management styles is by taking into account three key points on the management continuum (Taucean et al., 2016). The organizational power of a manager also derives from the position of power and personal power. The perception of the employee on the organizational power is highly important for the organization's success or lack of success. Management Style is influenced by the organization structure both in positive and negative ways, that is why organization structures exist to support a set of activities that can be performed according to some division of labor or specialization.

Management Style is influenced by the organization structure both in positive and negative ways (Moore, 2009). In the school context, there are existing structures to support a set of activities performed based on teacher specialization. The principal managerial style is concerned with directing the teachers, motivating, influencing, guiding, and stimulating their actions toward the attainment of school goals. Many of the school reform plans must require active management support and participation to be successful. The principal must have a vision to be initiative and set the tone for the activities in the organization. Rincon-Gallardo and Fullan (2016) argued that effective managers need to operate beyond a managerial role. This implies that the principal must understand school culture, value the teachers and promote their professional growth, extend and express school values, promote collaboration, and use bureaucratic means to facilitate and connect with the wider environment. This suggests a very different view of management styles in contrast to more traditional concepts stressing top to down power or the power to control subordinates. The research findings of a study on the influence of principals' administrative skills as

a predictor of student's academic performance in Lagos State schools by Mohammed et al. (2020) revealed a positive influence of suspected principals' administrative skills on the school effectiveness in terms of students' academic and teachers' job performance. Based on the results of the investigation, the study recommended regular investigation of variables that could have a significant influence on perceived styles on academic outcomes. This study is related to the current study because it is about leadership styles but the research only investigated leadership styles with no particular style in mind. The gap this current study will cover is the influence of consultative, collaborative, and participative styles as determinants of teachers' job performance. In a study by Ohide and Mbogo, (2017) on the influence of school leadership and teachers' job performance in private schools in Yei town, South Sudan, it was found that most teachers agreed that leadership influenced their job performance in their respective schools. This indicates that however much a school would improve in making available the institutional factors, most private school teachers would still not be satisfied if the issue of leadership for teachers is not looked into. Therefore, the study recommended that stakeholders in education should guarantee better job satisfaction by ensuring that private school teachers are managed and treated fairly. This study is related to the present study because it was on the influence of school leadership and it also considered private schools which are a variable in the current study, however, it was conducted in Sudan while the present study will be conducted in Nigeria, Kwara State to be precise.

Ebrahim (2018) investigated how six leadership styles correlated with the specific components of the organizational climate. Six major leadership styles which include

transformational, transactional, autocratic, charismatic, bureaucratic, and democratic leadership style were focused on using primary and secondary employees of twenty randomly selected organizations, and data were collected using the survey questionnaires. The major findings from the secondary research were analyzed with Spearman rank order while transactional leadership, charismatic leadership, and bureaucratic leadership were found to have a negative relationship with organizational performance with ($r = -0.174, -0.432, -0.292; P < 0.001$) respectively. This shows that leadership styles such as charismatic and bureaucratic leadership are good styles of leadership for short-term or small projects but they are not beneficial for long-term prospects, as they do not lead to employee development, and they will not bring out the expected performances from the employees. However, democratic leadership, transformational leadership, and autocratic leadership styles have a positive relationship with organizational performance with ($r = 0.156, 0.265, 0.064; P < 0.001$) respectively. This indicates that these three styles of leadership induce the employees to perform better and as per the level of expectations. Therefore, these leadership styles should be promoted in the workplace. This study reveals that organizational performance is associated with leadership style and they have both positive and negative impacts on the performance. The gap discovered is that the indicators used for leadership styles are transformational, transactional, democratic, charismatic, bureaucratic, and autocratic leadership styles while the current study will cover collaborative style, consultative style, and participative style as indicators for managerial styles.

Consultative style is a management style that targets team building and uses the styles of others to create plans and make decisions. It is the degree to which the manager

influences the staff by providing advice, professional guidance, and background information about the process innovation (Gomez et al., 2019). Consultative managers ask their subordinates for opinions while they ultimately have the authority to make final decisions. Management uses the permission of other people to create synergy which has more solutions as compared to individual contribution, but decisions are made by the top management (Gmur et al., 2010). This is corroborated by Wang, Guo, Cai, Zhu, and Duan (2023) in a study on how managerial consultation backfires about employee voice pressure that although managerial consultation voice has a positive impact on employees, managers who expect constructive challenging ideas should conduct consultation selectively and discreetly according to employees' attitude. Nassar et al. (2011) stated that managers in this approach have partial trust in their subordinates and are therefore allowed to make less important decisions on the lower hierarchy levels. Managers use rewards to increase workers' motivation and mutual actions and reactions are established which is dominantly accompanied by moderate confidence and trust (Far & Abedini, 2016). This style is best used in a specialized field where the staff are experts and have more experience than the manager.

Collaborative style, also called facilitative management, adaptive management, and integral management is a practice that focuses on the management styles across functional and organizational boundaries. Staff is empowered to take ownership of outcomes, which can lead to increased engagement, innovations, and creativity. This style is adopted when a business wants to foster innovation, drive collaboration, and engage employees. Collaborative management, also called catalytic management, focuses on sharing power among groups, units, and organizations,

(Far & Abedini, 2016). A collaborative team is one in which members can stay problem-focused, listen to, and understand one another (Shahnavazi & Asgharinejad, 2020). From their submission, it could be said that collaborative managerial style is widely accepted as an integral part of achieving expected performance in the work environment. Teams or organizational groups are composed of interdependent members who share common goals and coordinate their activities to accomplish set goals. The ability of a team to collaborate is essential for team effectiveness. It allows teamwork to function effectively as gaps become reduced between managers and workers. Therefore, teams should be willing to take risks and compensate for one another.

A participative style is an approach where leaders or managers involve their subordinates in decision-making. It gives staff access to information about the organization and at the same time, encourages innovative solutions towards the organization's long-term goals. This corroborates the submission of Akpoviroro et al. (2018) that the participative style empowers the employees to have a sense of belonging and encourages them towards the accomplishment of set goals. Therefore, managers and staff are all active members in the decision-making process. Management seeks the thoughts ideas and opinions of staff, works together with staff to make decisions and then the company acts on the outcome of their decision. This style is used when implementing large changes in the organization, especially where employees are resistant to new concepts or strategies, encouraging participation from staff will result in more positive outcomes and resistance to new policies. There is a common understanding among scholars (Akpoviroro et al., 2018; Khassawneh & Elrehail, 2022; Omorobi et al., 2020; Wang et al., 2022) that

organizational leaders are increasingly relying on employees' high engagement and active participation to confront the challenges of the organization and prepare the organization for a competitive advantage. Hence participative leadership style seeks to promote an organizational culture that supports employee participation in the decision-making process and employee job performance.

A high job performance is perceived by Ohide and Mbogo (2016) as the fulfillment a teacher derives from his or her job daily. A teacher's job performance is related to expectations of work benefits and the extent to which those are met by the employer. Moreover, a teacher who is satisfied or happy with his/her work may generally have a sense of obligation to positively impact learners and hence uplift the immediate community. From the above indices on managerial styles, it is axiomatic that the style adopted by school heads is as important as human and materials resources in the school as it determines the environment in which teachers perform their jobs in the school.

From observation, it is evident that misuse of managerial style leads to low productivity, inefficiency, ineffectiveness, low morale, stress, and frustration for teachers in the school. One cannot agree less when we consider the enormous task teachers perform daily in pursuance of school goals and objectives, that the managerial style of the school head can determine the performance of the teachers. For instance, an average teacher is expected to teach students, prepare lesson notes, conduct tests, prepare examination questions, mark examination sheets, and attend school meetings. It is based on the poor work environment among private school teachers that private school principals cannot isolate themselves from the factors that contribute to teacher productivity in private schools.

However, demands and expectations in terms of students' development make teacher job performance a crucial concern for stakeholders in education (Alrajhi et al., 2017). In the school setting, teachers are reliant on their interactions with many other school members to achieve their teaching goals (Van Maele & Van Houtte, 2012). Teachers are the ones who disseminate knowledge and styles through teaching and contribute to the advancement of knowledge through research. Their performance would determine the success or failure of the educational system (Sheu, Jemitogba, & Abdullahi, 2015). The Job performance of teachers can be regarded as multi-dimensional as it applies not only to the classroom or school but to all settings where students are present (Shaikh et al., 2012). This implies that it encompasses all the multiple activities of teachers both in the classroom and outside geared towards ensuring that the school achieves its set goals and objectives (Olokoba & Abdulkareem, 2014). Teacher job performance is therefore the expected value to the school of the distinct behavior that a staff carries out over a standard period. It is considered as an important parameter in the teaching profession. Under the management of school heads in an open climate, where the behavior of the school head tends to represent an appropriate integration between his personality and the role he is required to play as the school head, teachers will obtain considerable job satisfaction and will be sufficiently motivated to overcome challenges which will improve their job performance. Therefore, this study examined the relationship between principal managerial skills and teacher job performance in private secondary schools, in Kwara State, Nigeria.

METHODOLOGY

Using the Principal Managerial Style and Teacher Job Performance (PMSTJP) data set, this study sought to investigate the relationship between Principal Managerial Style and Teacher Job Performance in Private Owned Schools in Kwara State. It specifically sought to examine the managerial styles mostly used by private school principals, their level of teaching and administrative experiences, and the relationship between their managerial (Participative, Consultative, and Collaborative) styles and their influence on teacher job performance. Therefore, the research questions to be answered were:

1. What is the most frequently used managerial style by private school principals in Kwara State, Nigeria?
2. What is the level of private school principals' teaching experience?
3. To what extent is private school principals' administrative experience?
4. What is the level of private secondary school teachers' job performance in Kwara State, Nigeria?
5. Is there any significant relationship between principals' managerial styles and teacher job performance in private secondary schools in Kwara State, Nigeria?

Research Hypothesis

H0: There is no significant relationship between Principal Managerial Styles and Teacher Job Performance in Private Secondary Schools in Kwara State, Nigeria.

Measures

Dependent Variable – Teacher Job Performance: Teachers' job performance is broadly referred to as teachers' contribution to the attainment of educational

goals and objectives. Specifically, as used in this study, teacher job performance is regarded as the extent to which teachers are responsible for their students' academic performance. Participants in this study to indicate their extent of agreeableness to some of the following statements on a scale of 1 (Very Low Extent) to 5 (Very High Extent):

1. There is a reward and recognition for excellent work from the principal.
2. There is freedom to attend seminars/conferences/workshops outside the school.
3. Work is assigned to staff in the school according to their area of specialization.

Independent Variable – Principal Managerial Styles: Participative style as used in this study is an approach used by principals of Secondary schools as they involve their subordinates (teachers and students) in decision-making. Respondents were asked to indicate the extent of agreeableness to the following statement on a scale of 1 (strongly disagreed) to 5 (strongly agreed):

1. The principal is active in his/her administrative duties
2. The principal delegates duties to the staff with confidence and full trust.
3. The school encourages the personal growth of staff and students by organizing seminars and workshops.

Method

The research design chosen for this study is a correlational study. The application of this design is aimed at getting valuable information for the research and allowing for the description of samples drawn from the population and generalization of findings. The design is adjudged appropriate for the study because it enables the

researcher to collect and analyze data from participants who were considered to be representative of the entire study population specifically in Nigeria secondary schools. Data for this research came from Private secondary school principals, teachers, and students in Kwara State as they constitute participants in this survey.

Tools

A structured questionnaire containing 36 items was adapted from the study of Lawal and Kingsley, (2007) and modified by the researcher to suit the context for data collection. The instrument titled “Principal Managerial Style and Teacher Job Performance Questionnaire” (PMSTJPQ) was sent to a random sample private school, their principals, a subset of the teachers, and students using a 5-point. The face and content validity of the instrument was established using two experts in Educational Management and one expert in educational measurement and evaluation from the University of Ilorin. The corrections and suggestions of the experts were affected before the final production and use of the instrument. To test the reliability of the instrument for data collection, an alternative instrument was developed with the same items in the main instrument and was administered to 50 teachers and students at public secondary schools at intervals of two weeks, and scores obtained were correlated with the scores previously gotten from the administration of the alternative instrument using Cronbach alpha method. The internal consistency of the instrument yielded an alpha value of 0.83. The data was analyzed using descriptive and inferential statistics through SPSS 23.

Population

The population of this study comprises all 4,702 (Kwara State Ministry of Education, 2021) teachers, 4,510 students, and 70 principals across all the private secondary schools in Ilorin South while the sample for this study comprises 17 principals, 187 teachers, and 178 students as participants for this study using proportionate sampling technique to gather primary data of an empirical survey-based research methodology that allow the testing of the research hypotheses based on Krejcie and Morgan's 1970 sample table. Based on a total sample population of three hundred and sixty-eight respondents, convenient sampling was used in the selection of participants.

RESULTS

This section provides comprehensive interpretations and discussions of the study's findings. The results are presented and discussed under two main categories: descriptive and inferential observations. The descriptive statistics explore the principal characteristics with a focus on demographic variables like Principal Qualification, length of teaching and administrative experiences, and Managerial styles mostly adopted by Private School Principals. The inferential statistics were used to explore the level of teacher job performance and the relationships between principal managerial styles and teacher job performance in privately owned secondary schools, in Kwara State, Nigeria. It entails the interpretation and discussion of results obtained through Pearson Product-Moment Correlation Statistics as postulated in the research hypothesis formulated, valuable insights were gained regarding the relationship between the independent and dependent variables. The demographic section shows the career progression of school heads which

was determined using the highest level of academic qualification of principals while on the job. This information was revealed in Table 1 that out of the 17 principals that participated in the study, only 5.9% of the private secondary school principals in Kwara State, Nigeria had N. C. E., 65% possessed Bachelor of Science and Bachelor of Education Degrees, 29% held master's degree in education, while no principal has the highest degree of PhD and other certificates. The first research question raised in this study was to find out the managerial style that is mostly used by private secondary school principals in Kwara State, Nigeria. As shown in Table 2, Principals, teachers, and students reveal in the findings of this study the managerial style that is mostly used by private secondary school principals in Kwara State, Nigeria. It was discovered that participative, consultative, and collaborative styles had mean scores of 3.12, 2.63, and 2.57 respectively. Therefore, with the highest mean score of 3.12, participative was declared as the managerial style mostly used by private secondary school principals (see Table 2). The second research objective investigates the level of teaching experience of private secondary school principals in Kwara State, Nigeria. Results show (see Table 2) that the respondents' teaching experience ranges between 2–9 years, with 53% having more than 10 years of experience in the classroom. Results indicate that 11.8% of the respondents had served and taught for less than two years as a subject, 24% served between 3 and 4 years as teachers before they were appointed principal, 12% served as classroom teachers between 5 and 10 years, while more than half (58%) had served for over 10 years as classroom teachers in their respective subject areas (Table 3). This implies that all principals who participated in the survey

have taught in the classroom as teachers before assuming the position of the school head.

Objective three which finds out the level of private secondary school principals' administrative experience in Kwara State, Nigeria further reveals that few of them have worked as an administrator before assuming the principalship role as only 12% have administrative experience between 5 and 10 years, and 10 years and above. However, many of them have experience ranging between 0 and 4 years (88%) as shown in Table 4. By implication, many principals have less experience as administrators as many of the teacher responsibilities lie in the classroom. This fact may be responsible for their lack of experience outside the classroom. Research objective four was raised to ascertain the level of teacher job performance in private secondary schools. From the results of the analysis, table 5 shows that teacher job performance with a mean score value of 2.92 and a standard deviation of 0.17, hence it is considered average. The last objective raised was to examine the relationship between principal managerial styles and teacher job performance. Table 6 represents the correlation coefficient result of the relationship between principal managerial style and teacher job performance. The result indicated that Pearson Product-Moment Correlation result (r) = 0.544, p -value = 0.003, and sample size = 368. Although the PPMC (r) = 0.544 indicated that there exists a strong positive relationship between principal managerial skill and teacher job performance in Private Secondary Schools, in Kwara State. However, the p -value indicated that there is a significant relationship between principal managerial skill and teacher job performance. As the principal managerial skill increases, the performance of teachers also increases by just 54%. P -value = 0.003 is less than the level of significance of 0.05, which implies that the

null hypothesis is rejected. Thus, there exists a significant relationship ($p = 0.544 < 0.05$ for a two-tailed test).

DISCUSSION OF FINDINGS

Generally, the academic performance of students depends majorly on the job performance of teachers, they can therefore be considered the major determinant of student success. In the same vein, the performance of teachers is a function of managerial styles and several other skills the school head possesses. This significantly determines the extent to which teachers show career commitment and enthusiasm at work; thus, it could be said that while teachers are the bedrock for student success, principal managerial style is the backbone of the school system's success. In this study, principal professional demographic variables like qualification, length of teaching, and administrative experiences were significant predictors of principal managerial styles. This current study revealed that while very few principals are still in possession of a Nigeria Certificate in Education (NCE) which is the least qualification to teach at the Basic School Level, many of the private school principals do not have additional qualifications other than first degree. This finding is in line with previous studies that have identified the influence of teacher academic qualification, work experience, and work motivation on principal performance in school (Demozie & Dessie, 2023; Lian, 2020). Thus, the quality of leadership in school is influenced by the educational background of the principal, which means the higher and better the quality of leadership received from a principal who has been adjudged qualified and tested for the qualification he has.

The first research question raised in this study was to find out the managerial style which is mostly used by

private secondary school principals in Kwara State, Nigeria revealed that participative style was considered to be the managerial style mostly used by the private secondary school principals. This coincides with previous research studies (Khasawneh & Elrehail, 2022; Tahir, et al., 2018) identifying participative leadership style as more effective than others. It encourages workers to work with the help of their managers (leaders) and devote their full energy to accomplish tasks and targets with full efficiency and effectiveness as well as improve their productivity. This in the long run enhances the profitability of the organization.

Similarly, the participative Style is useful in enhancing the performance of an organization because a sense of ownership develops among the employees and top management emphasizes the involvement of employees in every activity at each level (Yameen et al., 2011). It's concerned with the involvement of employees in decision-making by asking all members of the organization to think strategically and to accept full responsibility for the quality of their work, animating, helping, and rewarding the fact that the employees act in every moment as they feel necessary to satisfy the client. It does not exclude the need for initial supervision to organize, educate, and guide the employees. In short, participative management is a management style where managers share with the members of the organization their influence in the decision-making process.

The results further showed that, among the professional demographic variables of principal teaching and administrative skills, all principals that participated in the survey have taught in the classroom as teachers before assuming the position of the school head. The findings are in line with the submission of Mardianawati, Caska, and Sumarno, (2019) that the principals' level of experience significantly influenced their instructional leadership performance.

Those principals who had more experience performed better than less experienced ones in their study. Therefore, professional qualifications and experience are the major determinant factors of a principal's instructional leadership performance. As noted in this study, the level of teacher job performance is average. It is important to state that, lack of administrative support could hinder teacher performance as the demographic findings earlier revealed that principals of private schools have little administrative experience. The submission of Paturusi (2017) emphasizes that teacher performance is the result of work that has been done by teachers as professionals in carrying out their primary tasks of educating, teaching, guiding, directing, training, assessing, and evaluating students.

Performance is realized through pedagogic, professional, and social competence, which allows teachers to achieve the educational goals that have been set. However, teachers' performance is also determined by, or closely related to, factors that directly or indirectly impact the employment conditions of teachers. Such factors include the behavior or style of leadership of the principal, the principal's managerial ability, motivation, work discipline, and the payment of compensation.

The hypothesis formulated for this study reveals that there exists a significant relationship between principal managerial style and teacher job performance in private secondary schools, in Kwara State Nigeria. This finding supports the opinion of Agu and Oputa (2021) that principals are very important in the secondary school system. This is because they assist in providing effective managerial leadership styles in the art and science of administering secondary schools, thereby enhancing better job performance among teachers that could enhance students' academic performance. The finding is also in

tandem with the view of Bogler (2016) that a consultative leadership style could help boost the trust and satisfaction of teachers with their principals and further enhance their effective job performance. This finding further affirms the submission of Parveen, Quang Bao Tran, Kumar, and Shah (2022) that the principal leadership style exerted the most significant effect on key indicators like teaching planning, classroom organization, monitoring and evaluation, classroom atmosphere and discipline, and teacher leadership. Specifically, they confirmed in their study that teachers preferred supportive styles that communicate the school values to them and other stakeholders.

The findings reinforce the importance of principal leadership that consistently aligns the school mission and vision with actions that encourage building collaboration with subordinates and most importantly, trusting the capabilities of teachers while setting objectives and further encouraging their continued improved performance in achieving the predetermined long-term goals.

The finding of this study has implications for private secondary school leaders in Kwara State, Nigeria. As earlier noted, the importance of engaging all school stakeholders in the decision-making is not limited to those who have the formal position with specific characteristics, rather, it should be a collective decision by all concerned. Given the emphasis of principal managerial styles on teacher job performance in private secondary schools in Nigeria, Imhangbe, Okecha, and Obozuwa (2019), in their study on Principals' leadership styles and teachers' job performance: Evidence from Edo State, Nigeria reiterate that the importance, place and desired level of involvement of principal leadership in the overall health and success of schools is non-negotiable as emphasizes were evident in the Nigerian National Policy on Education documents.

CONCLUSIONS AND IMPLICATIONS

School operations are too complex to be managed by the principal with the adoption of a specific style. This is connected to the fact that previous studies affirmed that all managerial styles of principals are important and necessary for positive and smooth working in schools. Importantly, adopting styles that would stimulate teacher motivation and generate enthusiasm to effectively discharge their duties in a way that would facilitate the actualization of the stated goals is dependent on the principals' managerial styles.

Principals who do not see the need to collaborate with the teachers might be autocratic leaders and this could have a negative effect on teachers' job performance. Hence, it could be said that teachers' performance is determined by the workers' level of consultation and collaboration with the school principals in the day-to-day running of the schools. However, based on the findings of the study, it was concluded that the qualification which was mostly possessed by the private secondary school principals Bachelor's Degree; private secondary school principals who mostly had teaching experience of above 10 years with administrative experience of 5-10 years were fond of using participative style. However, if the principals effectively use the managerial styles, it will help enhance teachers' job performance in private secondary schools in Kwara State as most styles were identified as significant tools that could facilitate teachers' job performance in private secondary schools.

Based on the findings, this study recommends the need for principal to acquire more knowledge, skills, and techniques that would enhance their leadership performance and improve school administration. There is a need for principals to ensure that teachers collaborate in school

administration by delegating some duties to them where necessary, to integrate them in school administration and consequently enhance their job performance. What is clear following the findings of this study is that the principal managerial style is an essential aspect of the principal leadership role, and given its potential to influence students, teachers, and school functioning, needs more research attention. Unfortunately, this current study did not cover government-owned public institutions, future studies will no doubt seek to replicate and expand on their initial effort and scope to capture other public institutions. The fact that this current study does not investigate the gender of the principals could also be an interesting issue to explore further.

REFERENCES

- Akpoviro, K. S., Kadiri, B., & Owotutu, S. O. (2018). Effect of participative leadership style on employee's productivity. *International Journal of Economic Behavior (IJEB)*, 8(1), 47–60.
- Ali, A. B. J., Ismail, F. B., Sharif, Z. M., & Majeed, N. (2021). The organizational culture influence as a mediator between training development and employee performance in Iraqi academic sector: University of Middle Technical. *Journal of Contemporary Issues in Business and Government*, 27(1), 1–10.
- Alrajhi M., Aldhafri S., Alkharusi H., Albusaidi S., Alkharusi B., Ambusaidi A., et al. (2017). The predictive effects of math teachers' emotional intelligence on their perceived self-efficiency beliefs. *Teach. Teach. Educ.* 67, 378–388.
- Amankwah, E., & Guo-Hua, Z. (2020). Headmasters' leadership styles and their significant impact on the general performance in schools: Using the basic schools in adansi-south district in

- Ghana as a study. *International Journal of Education*, 12(3), 96.
- Castro, R. G. (2016). Management styles and organizational productivity skills: An analysis. *European Journal of Research and Reflection in Educational Sciences*, 4(3), 66–75.
- Demozie, A. A., & Dessie, H. G. (2023). The effect of professional qualification and work experience on primary school principals' instructional leadership performance in the Awi zone of Ethiopia. *Education 3-13*, 51(7), 1162–1172.
- DuBrin, A. J. (2005). *Essentials of management* (6th ed.). Mason: Thompson South.
- Ebrahim, H. A. K., (2018). Impact of leadership styles on organizational performance. *Journal of Human Resources Management Research*. doi: 10.5171/2018.687849.
- Far, L.S., & Abedini, M. (2016). The relationship between the collaborative and consultative leadership style and organizational effectiveness of teachers. *International Research Journal of Management Sciences*, 4(7), 461–463.
- Gmur, B. Bartlet, A. & Kissling, R., (2010). Organization from a systematic perspective: Application of the viable system model to the Swiss Youth Hostel Association. *Kybernetes*, 39(9/10), 1627–1644.
- Gomez, R., Barry, M., Bryson, A., Kaufman, B. E., Lomas, G., & Wilkinson, A. (2019). The “good workplace”. The role of joint consultative committees, unions and HR policies in employee ratings of workplaces in Britain. *Journal of Participation and Employee Ownership*, 2(1), 60–90.
- Hussain, N., Haque, A. U., & Baloch, A. (2019). Management theories: The contribution of contemporary management theorists in tackling contemporary management challenges. *Yaşar Üniversitesi E-Dergisi*, 14, 156–169.
- Imhangbe, O. S., Okecha, R. E., & Obozuwa, J. (2019). Principals' leadership styles and teachers' job performance: Evidence from Edo State, Nigeria. *Educational Management Administration & Leadership*, 47(6), 909–924.
- Khassawneh, O., & Elrehail, H. (2022). The effect of participative leadership style on employees' performance: The contingent

- role of institutional theory. *Administrative Sciences*, 12(4), 195.
- Kwara State Ministry of Education. (2021). *School census*.
- Lian, B. (2020). The effect of academic qualification, work experience and work motivation towards primary school principal performance. Accessed at <https://www.ijstr.org/final-print/aug2019/The-Effect-Of-Academic-Qualification-Work-Experience-And-Work-Motivation-Towards-Primary-School-Principal-Performance.pdf>
- Mardianawati, M., Caska, C., & Sumarno, S. W. (2019). The effect of academic qualifications, work experience and work motivation on the performance of principal school in Sub-District Rupert Bengkalis Regency. *Journal of Educational Sciences*, 6(3), 377–392.
- Meindl, J. R. (2016). The romance of leadership as follower centric theory: a social constructionist approach. *Leadership Quart*, 6(3), 330–331.
- Mohammed, M., EDU, O., & ETOH, C. (2020). Principals' administrative skills: A predictor of students' academic performance in Lagos State, Nigeria. *Journal of Research in Educational and Business Studies*, 5(1), 186–203.
- Namiq, F. A. (2018). Most effective management style for modern workplace. *International Journal of Engineering and Management Sciences*, 3(3), 402–411.
- Nascimento, V. P., & Chiusoli, C. L. (2019). The role of the school manager: Case study on the challenges of public education. *Revista On line de Política e Gestão Educacional*, 23(2), 238–253.
- Nassar, M. E. Abdou, H. A. & Mahmoud M. A., (2011). Relationship between management styles and nurses' retention at private hospitals. *Alexandria Journal of Medicine*, 47, 243–249.
- Nyenyenbe, F. W., Maslowski, R., Nimrod, B. S., & Peter, L. (2016). Leadership styles and teachers' job satisfaction in Tanzanian public secondary schools. *Universal Journal of Educational Research*, 4(5), 980–988.
- Ohide, A. D. F., & Mbogo, R. W. (2017). The influence of school leadership on teachers' job satisfaction and performance in

- private schools in Yei Town, South Sudan. *European Centre for Research Training and Development UK*, 4(3), 25–33.
- Okon, F. I., & Isong, U. E. (2016). Management styles and employees' performance in small scale business enterprises in Akwa Ibom State, Nigeria. *International Journal of Small Business and Entrepreneurship Research*, 4(1), 51–61.
- Olokoba, A. A., & Abdulkareem, M. (2014). Principals leadership style and job performance of teachers in Ilorin Emirate Secondary Schools, Kwara State, Nigeria. *International Journal of Educational Management*, 12(1), 167–175.
- Omorobi, G. O., Mbon, U. F., Owan, V. J., & Ekpenyong, J. A. (2020). Participative management practices and institutional goal attainment in Nigerian universities. *American Journal of Social Sciences and Humanities*, 5(1), 169–177.
- Onyeike, V. C., & Nwosu, C. M. (2018). Principals administrative and supervisory for teachers' job effectiveness in secondary schools in Rivers State. *European Center for Research Training and Development UK*, 6, 38–49.
- Owens, T. L. (2017). Higher education in the sustainable development goals framework. *European Journal of Education*, 52(4), 414–420.
- Parveen, K., Quang Bao Tran, P., Kumar, T., & Shah, A. H. (2022). Impact of principal leadership styles on teacher job performance: An empirical investigation. *Frontiers in Education*, 7, Frontiers Media SA.
- Paturusi, A. (2017). Contributions of leadership style, managerial skills of principals and compensation to the performance of teachers. *Journal of Education and Human Development*, 6(4), 1–15.
- Rincón-Gallardo, S., & Fullan, M. (2016). Essential features of effective networks in education. *Journal of Professional Capital and Community*, 1(1), 5–22.
- Robbins, S. P., & Coulter, M. (2012). *Management* (8th ed.). New Jersey: Pearson Prentice Hall.
- Shahnavazi, K., & Asgharinejad, S. (2020). Investigating the relationship between collaborative management and teachers' teaching style in elementary school. *Iranian Journal of Educational Society*, 5(2), 198–210.

- Shaikh, F., Saad, M. I., & Bhutto, M. I. (2012). Level of primary school teachers' extrinsic and intrinsic motivation and performance in Sindh. *PJE*, 29(1–2).
- Sheu, A. A., Jemitogba, D., & Abdullahi N. J. K. (2015). Human resource utilization and teachers' job performance in ilorin west local government area primary school, Kwara State. *International Journal of Educational Management*, 13(1), 104–112.
- Tahir, A. H., Tanveer, A., Faheem, F., Rahman, A., & Saeed, Z. (2018). Influence of instrumental and participative leadership style on job performance. *International Journal of Scientific Footprints*, 5(2), 1–8.
- Tauceana, I. M., Tamasilaa, M. & Negru-Strautia, G. (2016). Study on management styles and managerial power types for a large organization. *International Symposium in Management*, 221, 66–75.
- Torlak, N. G., & Kuzey, C. (2019). Leadership, job satisfaction and performance links in private education institutes of Pakistan. *International Journal of Productivity and Performance Management*, 68(2), 276–295.
- Van Maele, D., & Van Houtte, M. (2012). The role of teacher in faculty trust in forming teachers' job satisfaction: Do years of experience make a difference? *Teach. Educ.*, 28, 879–889.
- Wang, X., Guo, J., Cai, Y., Zhu, Y., & Duan, J. (2023). How does managerial consultation backfire pertaining to employee voice pressure. *The International Journal of Human Resource Management*, 1–29.
- Yameen, M., Shah, S. K. A., Iqbal, J. J., Razaq, M. A., Sabir, S., Sohail, A. & Ullah, Z. (2011). Organization performance influenced by the bsd and consultative management style. *Information Management and Business Review*, 3(4), 198–205.

APPENDICES

Table 1

Qualification of private secondary school principals

S/N	Variables	Frequency	Percentage (%)
1.	N. C. E	1	5.9
2.	B. Sc/B.Ed.	11	64.7
3.	M. Ed.	5	29.4
4.	Ph. D	-	-
5.	Others	-	-
Total		17	100

Table 2

Managerial style mostly used by private secondary school principals

S/N	Managerial Style	N	X	SD
1.	Participative	368	3.12	0.58
2.	Consultative	368	2.63	0.47
3.	Collaborative	368	2.57	0.49

Table 3

Private secondary school principals teaching experience

S/N	Variables	Frequency	Percentage (%)
1.	Less than 2 years	2	11.8
2.	3-4 years	4	23.5
3.	5-10 years	2	11.8
4.	Above 10 years	9	52.9
Total		17	100

Table 4

Private secondary school principals' administrative experience

S/N	Variables	Frequency	Percentage (%)
1.	Less than 2 years	5	29.4
2.	3-4 years	10	58.8
3.	5-10 years	1	5.9
4.	Above 10 years	1	5.9
Total		17	100

Table 5

Level of teachers' job performance in private secondary schools

S/N	Variables	N	X	SD	Decision
1.	Level of teachers' job performance	368	2.92	0.17	Average

Key: 1.00-2.54, 2.55-3.54, 3.55-4.54, 4.55-5.00

Table 6

Principals' managerial styles and teachers' job performance in private secondary schools in Kwara State, Nigeria

Variables	N	X	SD	Cal. R-value	P-value	Decision
Principals' managerial styles	368	2.78	.30	.544	.003	Ho Rejected
Teachers' job performance	368	2.92	.17			