

Leadership Variables and Teachers' Job Performance in Public Secondary Schools in Calabar Education Zone of Cross River State, Nigeria

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Abstract

Communication and motivation have been viewed to be among indispensable leadership variables in an organization. This study specifically investigated the influence of communication and motivation on teachers' job performance. To address this, two null hypotheses were formulated to guide the study. The research design adopted for the study was ex-post facto. The study sample was 215 teachers drawn from the total population of 2,151 teachers. Questionnaires were the major instrument for data collection. The reliability estimates of the instruments stood at 0.81 and 0.83. Independent t-test was the statistical tool used for data analysis. The finding of the study indicated that communication and motivation significantly influenced teachers' job performance in public secondary schools in Calabar Education Zone, Cross River State. It was, thus, recommended that there should be effective free flow of communication from the school management to the teachers and that both intrinsic (non rewards) and extrinsic (rewards) motivation should always be considered as top motivational strategies for the teachers.

Keywords: Leadership, Communication, Motivation, Teachers and job performance.

Introduction

In every organization, leadership is inevitable in influencing the subordinates in order to achieve the goals, aims and objectives of organization. Tawo (2007) affirmed that, leadership is very vital in facilitating goal attainment. With effective leadership, an administrator can act in a coordinated manner to mobilize teachers' efforts towards achieving the goals of developing the necessary skills, mental, social and physical abilities to build individual to contribute positively to the achievement of educational goals and objectives (Ekpoh & Asuquo, 2016).

Leadership in the school organization entails ability to guide, influence and direct teachers to attain the objectives and goals of the school system. Leadership seems to be the most operational tool of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals (Okon, 2009). According to Onifade (2001) leadership is a position and ability of a person to lead a group of people in an organization for the attainment of objectives. Peretomode and Peretomode (2008) viewed a leader as an individual who influences a group of individuals to work willingly, cooperatively and enthusiastically to facilitate the achievement of organizational objectives or goals.

According to Yusuf and Fashiku (2016), teachers' job performance is an aspect used to evaluate job performance in Nigerian educational system. Teachers influence implementation of the curriculum and educational policies. This can be achieved through their prompt attendance to classes, good lesson delivery, coverage of syllabus, effective teaching of students and classroom management. Teachers' job performance is the evaluation of standard which focuses on what teachers do towards attainment of educational goals for sustainable development (Yusuf & Fashiku, 2016). Determinants of teachers' job performance as identified by Yusuf and Fashiku (2016) include: good students' academic performance, enhanced students' moral standard, students' active participation in extra-curricular activities and smooth transition in schooling. Corroborating this, Getange (2016) stated that, job performance on the part of the teachers is determined by their level of participation in the day-to-day running of the school, regularity/punctuality of staff in school, staff class attendance, staff disciplinary responsibility in the school, proper use of instructional materials to facilitate teaching and learning processes. Yusuf and Fashiku (2016) stated that, high productivity is the hallmark of the growth and development of nations all over the world; and for educational system to achieve its set goals, teachers are expected to be up and doing in the performance of their defined roles. Teachers' job performance is therefore their ability to produce successful output (high quality students) to meet the demands of the tertiary institutions and the society at large. Teachers play important role in educational system efficiency by ensuring that students pass (transit) and complete a particular level of education within stipulated time frame.

In spite of the efforts of the government towards ensuring that students have equal educational opportunities as well as provision of essential teaching and learning facilities to improve students' academic performance both in their internal and external examinations, the researchers have observed that students' academic performance is still worrisome and consequently not up to expectation. It is not uncommon these days to hear some of the Senior Secondary three (3) students, in

their first term in our public secondary schools, discussing about going to special centers to register for West African Examinations Council (WAEC) and National Examinations Council (NECO) examinations. This is an indication that there is a problem in respect of teachers' job performance. Asuquo and Chuktu (2016) stated that quality education cannot be provided without quality teachers and the future of a nation depends upon quality of education provided by inspired, satisfied and dedicated teachers. Ugwoke, Ofoegbu and Ugwuanyi (2012), opined that, the quality of educational system cannot exceed the quality of its teachers. By implication, students' learning in terms of cognitive (intellectual), affective (behavioural) and psychomotor (skill) development cannot go beyond teachers' level of commitment to their job performance in the school system. The resultant effect of teachers' job performance is the reflection in the students' academic wellbeing.

Nevertheless, Uko (2014) remarked that some teachers are lazy, truant, incompetent, not well versed in their teaching subjects and have done nothing to improve upon these lapses. This is manifested in such areas as teachers' lateness to work, negligent in disciplinary responsibility in the school, poor lesson delivery and inappropriate assessment of students. Having observed these abnormalities, these researchers decided to find out the influence of leadership variables on teachers' job performance in public secondary schools in Calabar Education Zone of Cross River State, Nigeria. These variables as used in this work include; communication and motivation.

As management tool of leadership, communication is frequently used to share information with members, to coordinate activities, to reduce unnecessary managerial burdens and rules, and ultimately to improve organizational performance (Nwosu, 2017). Communication enables school administrators to mobilize the teaching personnel towards the achievement of the laid-down institutional objectives (Olokoba, Musa & Ajidabga, 2015). It is the key function of management, and the school organization cannot function and operate without communication between members of the school (Okorji, 2014). According to Okon and Asuquo (2017), communication is central when it comes to carrying teachers along in the school programmes and activities.

Olokoba, Musa and Ajidagba (2015) conducted a study on influence of principals' communication strategies on teachers' productivity in secondary schools in Asa Local Government Area of Kwara State, Nigeria. It was found out that communication strategies of school principals significantly influence teachers' productivity. It was recommended, among others, that principals should make information available in the school at all times. In another study conducted by Tawo (2007), it was discovered that a significant relationship existed between

communication behaviour of administrative staff and role performance of secretarial staff. Appleby (2002) stated that an effective communication skill is the means whereby people in an organization exchange information regarding the activities of an organization. According to Lewis (2005), communication in administration of any school is a means of sharing messages, ideas or attitudes that produce a degree of understanding between a sender and a receiver. Nwosu (2017) conducted a study on principals' communication strategies and teachers' job performance in public secondary schools in Ikenne Local Government Area of Ogun State, Nigeria; and found out that teachers' productivity to a large extent depends on such factors as principals' communication strategies. It was concluded that communication was an indispensable leadership tool in school administration as it was directed towards mobilizing the effort of the teachers for effective job performance.

Motivation is one of the variables of leadership that may impact on teachers' productivity. Ebinga (2014) stated that, motivation has to do with how behaviour gets started, energized, directed and stopped. According to Inyang (2004), motivation originated from Greek word "movere" meaning to move. Motivation as administrative tool involves internal and external influences (intrinsic & extrinsic) that might move and encourage workers to increase their productivity (Ebinga, 2014). Intrinsic motivation is the personal enjoyment or desire to learn or do a task that is not associated with rewards or rewards expected whatsoever. While extrinsic motivation on the other hand, has to do with performance associated with rewards or performance with expected rewards. In this case, individual expects rewards as a consequence of performance. Both intrinsic and extrinsic motivations are useful administrative tool for increased job performance. Getange (2016) posited that, motivational strategies and teachers' job performance are related constructs that influence the quality of education. The achievement of quality education rests on the shoulders of teachers who need appropriate motivation to work towards enhancing the desired quality of education. Ebinga (2014) is of the opinion that motivation is required if employees are to successfully undertake the task of contributing their quota towards achieving the organization's goals. Getange (2016) conducted a study on motivational strategies and teachers' productivity in secondary schools in Kisii County, Kenya. The result of the study revealed that principals used various motivational strategies such as positive commendation, end of year monetary and non-monetary awards amongst others to motivate teachers for higher productivity in terms of enhanced school outcomes.

Statement of the problem

In recent times, many stakeholders at secondary school level have attributed the cause of decline in teachers' job performance which consequently results in poor school outcomes to failure on the part of school administrators to showcase their

leadership competence in the school system. The researchers have observed that, students' academic performance, students' moral standard, students' active participation in extra-curricular activities, students' smooth transition in schooling, teachers' level of participation in the day-to-day running of the school, regularity in school, class attendance and proper use of instructional materials to facilitate teaching and learning processes are not efficient and effective. Therefore, the problem of this study is stated thus: Does leadership variables influence teachers' job performance in public secondary schools in Calabar Education Zone of Cross River State, Nigeria?

Purpose of the study

The purpose of the study was to examine the influence of leadership variables on teachers' job performance in public secondary schools in Calabar Education Zone of Cross River State, Nigeria. The study specifically sought to examine the influence of

1. Communication on teachers' job performance.
2. Motivation on teachers' job performance.

Statement of hypotheses

1. Communication does not significantly influence teachers' job performance.
2. Motivation does not significantly influence teachers' job performance.

Methodology

The study adopted ex-post facto research design. Isangedighi, Joshua, Asim and Ekuri (2004) stated that ex-post facto research design basically studies phenomena after they have occurred. In this study, leadership variables (communication and motivation) had already occurred and impacted on teachers' job performance in public secondary schools in Calabar Education Zone of Cross River State, Nigeria. This justifies the use of ex-post facto research design in this work. The study area was Calabar Education Zone of Cross River State. The Zone is made up of seven Local Government Areas namely: Akamkpa, Akpabuyo, Bakassi, Biase, Calabar Municipality, Calabar South and Odukpani Local Government Areas. The area is located in southern Cross River State in particular and South-South geopolitical zone of Nigeria in general.

Information available in the Department of Planning, Research and Statistics, Cross River State Secondary Education Board as at 2018 indicated that there are eighty-one (81) public secondary schools with the population of two thousand, one hundred and fifty-one teachers (2,151) in all the public secondary schools in Calabar Education Zone of Cross River State. From the same source, the breakdown of the number of public secondary schools in the study area showed that, Akamkpa, Akpabuyo, Bakassi, Biase, Calabar Municipality, Calabar South and Odukpani

Local Government Areas have 18, 6, 3, 16, 16, 7 and 15 public secondary schools respectively. To ensure equal representation of teachers in every Local Government Area (LGA) in the study area, the researchers used 10% in drawing the study sample from each Local Government Area. Thus, the sample of the study was two hundred and fifteen (215) teachers. Accidental sampling method was used in selecting the required number of teachers from each of the schools to assess leadership variables (communication and motivation) in each school. On the other hand, 8 Senior Secondary two (SS2) students were randomly selected in each of the schools to assess teachers' job performance. This gave a total sample of six hundred and forty-eight (648) senior secondary two (SS2) students used in assessing teachers' job performance.

The instruments for data collection were Leadership Variable Questionnaire (LVQ) and Teachers' Job performance Questionnaire (TJPQ) of a modified four-point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D) and Strongly Disagree (SD). LVQ was assessed by the teachers, while TJPQ was assessed by the students. The instruments were face and content validated. This was done through scrutiny by two experts in the Department of Educational Administration and Planning and two other experts in Measurement and Evaluation from the Faculty of Education of the University of Calabar. The reliability of the instruments was tested using Cronbach Alpha reliability test. The reliability index of LVQ was 0.81 while that of TJPQ was 0.83. These results indicated that the instruments were reliable. After obtaining due permission from the principals of each of the selected schools, the researcher with research assistants administered copies of questionnaire on the respondents used for the study. Data collected were coded and analyzed using independent t-test.

Presentation of results

Hypothesis one: Communication does not significantly influence teachers' job performance
Table 1: An independent t-test analysis of influence of Communication on teachers' job performance

Variables	Communication	N	Mean	Std. Deviation	t	Sig.
Regularity in Classes	Adequate	165	20.32	2.04	5.49*	.000
	Inadequate	50	17.21	2.38		
Assessment of students academic performance	Adequate	165	19.66	2.12	6.19*	.000
	Inadequate	50	16.29	2.24		
Maintenance of classroom discipline	Adequate	165	18.33	2.41	5.26*	.000
	Inadequate	50	19.16	1.51		

*p<.05; df = 213; critical t = 1.968

Table 1 indicated that at .05 level of significance and degree of freedom 213, the critical t-value was 1.968. The calculated t-values obtained in computing the influence of communication on three aspects of teachers' job performance are as follows: regularity in classes, $t = 5.49$ ($p < .05$); assessment of students' academic performance, $t = 6.19$ ($p < .05$); maintenance of classroom discipline, $t = 5.26$ ($p < .05$). The calculated t-values were all greater than the critical t-value of 1.968. With this result the null hypothesis was rejected. This implied that there was a significant influence of communication on teachers' job performance in terms of regularity in classes, assessment of students' academic performance and maintenance of classroom discipline. The t-values were significant because they indicated significant difference between the two groups categorized into those who responded that communication was adequate and those who responded that communication was inadequate. The categorization was based on response pattern of the respondents to the questionnaire items. Those whose responses indicated higher scores were seen to perceive the communication as being adequate while those whose responses indicated lower scores were seen to perceive the communication as inadequate. The first group that perceived principals' communication to be adequate obtained higher mean score than the second group that perceived principals' communication to be inadequate in the school.

Hypothesis two: Motivation does not significantly influence teachers' job performance

Table 2: An independent t-test analysis of influence of motivation on teachers' job performance

Variables	Motivation	N	Mean	Std. Deviation	t	Sig.
Regularity in Classes	Motivated	115	19.44	2.22	4.32*	.000
	Not motivated	100	18.32	2.28		
Assessment of students academic performance	Motivated	115	17.12	1.42	4.02*	.000
	Not motivated	100	15.09	2.23		
Maintenance of classroom discipline	Motivated	115	17.11	2.01	4.34*	.000
	Not motivated	100	16.36	1.31		

* $p < .05$; $df = 213$; critical $t = 1.968$

Table 2 indicated that at .05 level of significance and degree of freedom 213, the critical t-value was 1.968. The calculated t-values obtained in computing the influence of motivation on three aspects of teachers' job performance are as follows: regularity in classes, $t = 4.32$ ($p < .05$); assessment of students' academic

performance, $t = 4.02$ ($p < .05$); maintenance of classroom discipline, $t = 4.34$ ($p < .05$). The calculated t -values were all greater than the critical t -value of 1.968. With this result the null hypothesis was rejected. This implied that there was a significant influence of motivation on teachers' job performance in terms of regularity in classes, assessment of students' academic performance and maintenance of classroom discipline. The t -values were significant because they indicated significant difference between the response groups categorized as motivated and not motivated. The categorization was based on response pattern of the respondents to the questionnaire items. Those whose responses indicated higher scores were seen to have been motivated for job performance. While those whose responses indicated lower scores were regarded as not being motivated for job performance. The first group who responded that they were motivated obtained higher mean score than the second group whose response indicated not motivated.

Discussion of findings

The result of hypothesis one as presented in Table 1 revealed that Communication significantly influenced teachers' job performance. This implies that when communication as an important administrative tool is effective in the school system, teachers' job performance in terms of regularity in classes, assessment of students' academic performance and maintenance of classroom discipline can be well performed than when there is ineffective administrative communication. The finding is in line with Olokoba, Musa and Ajidabga (2015) who found out that, effective communication strategies of school principals significantly influence teachers' job performance. By implication, the more effective the communication strategies are, the better the job performance of the teachers. Also, the findings corroborate the opinion of Okon and Asuquo (2017), who opined that communication is central when it comes to carrying teachers along in the school programmes and activities. Again, the finding is in support of a study conducted by Tawo (2007). The result of the study revealed that, a significant relationship existed between communication behaviour of administrative staff and role performance of secretarial staff. It could be deduced that in educational institution, communication is an important administrative tools in informing teachers on what to do, who to do it, why it should be done, how it is to be done and when to do it, so that the goals and objectives of the school can be attained. The finding indicated that effective communication is a very influential factor that serves as a bond between the school administration and teachers' job performance. Every activity carried out by the teachers in the school is influenced by effectiveness in the communication process.

The result of hypothesis two as presented in Table 2 indicated that motivation significantly influenced teachers' job performance. This implies that both internal

and external motivational strategies (intrinsic and extrinsic strategies) influence teachers' job performance. This means that both personal enjoyment or desire to do a task that is not associated with rewards and performance associated with rewards influence teachers' productivity. This finding is in tandem with Getange (2016), whose study revealed that the use of various motivational strategies including positive commendation, end of year monetary and non-monetary awards amongst others motivated teachers for higher productivity in terms of enhanced school outcomes. This means that teachers who are always motivated intrinsically or extrinsically tend to perform better than those who are not motivated with intrinsic or extrinsic factors. It could therefore be deduced from the above findings that leadership variables in terms of communication and motivation, influence teachers in their job performance.

Conclusion

This study was conducted to examine the influence of leadership variables on teachers' job performance in public secondary schools in Calabar Education Zone of Cross River State, Nigeria. Specifically, the study examined the influence of communication and motivation as leadership variables on teachers' job performance in the study area. From the findings of the study, it was concluded that communication and motivation significantly influence teachers' job performance in terms of regularity in classes, assessment of students' academic performance and maintenance of classroom discipline in public secondary schools in Calabar Education Zone of Cross River State. Following from the findings that, appropriate communication and motivational strategies influenced teachers' job performance, it becomes necessary that communication and motivation as administrative tools should not be overlooked in the school system. The stakeholders who are involved in the administration of schools should as a matter of necessity, improve upon their communication and motivational strategies so as to enhance teachers' job performance in the school system.

Recommendations

1. There should be effective and free flow of communication from school management to the teachers. This is necessary because when the teachers are regularly informed of what to do, who to do it, why it should be done, how it is to be done and when to do it, they would work optimally towards the attainment of the school aims and objectives.

2. Both intrinsic (non rewards) and extrinsic (rewards) motivation should always be considered as top motivational strategies for the teachers. Regular training and re-training programmes, regular promotion and implementation of promotion as at when due, regular payment of salaries/allowances and teachers'

welfare in general should be adequately taken care of since all these have been found to have enhanced higher productivity on the part of the teachers.

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