

## Understanding the Nexus between Head Teachers' Leadership Behaviour and Teachers' Job Performance in Public Primary Schools in Edo State, Nigeria

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### Abstract

The study investigated the relationship between head teachers' leadership behaviour and teachers' job performance in public primary schools in Edo State, Nigeria. Seven research questions were raised while five hypotheses were formulated and tested at 0.05 level of significance. The correlational survey design was adopted for the study. One hundred and three (103) primary school heads were sampled from the target population through a stratified random sampling technique. 412 teachers were also selected purposively for the study. Two self-designed instruments; Head Teachers' Leadership Behaviour Questionnaire (HTLBQ) and Teachers' Job Performance Questionnaire (TJPQ) were used to collect data for the study. Before their administration, the instruments were subjected to validity and reliability tests using Cronbach Alpha reliability statistics. The r-value for HTLBQ was 0.76 while that of TJPQ was 0.81. Data collected were analysed using Mean, Standard Deviation, Pearson Product Moment Correlation statistics and Regression analysis. It was found that head teachers commonly use supportive leadership behaviour; teachers' job performance was found to be at a moderate level. The results also revealed that there was a significant relationship between directive, participative, supportive and achievement leadership behaviour and teachers' job performance. It was therefore recommended that head teachers should use eclectic model of leadership behaviour in their school administration to promote teachers' job performance; head teachers should regularly be trained and retrained on school leadership for maximum productivity and goal attainment.

**Keywords:** Head teacher, Leadership Behaviour, Teachers' Job Performance, Public Primary Schools.

### Introduction

Primary education is the pillar of human capital production process. According to the National Policy on Education (NPE) (FRN, 2013), career path of a child actually starts from a functional primary or basic educational system. It is therefore very critical to the entire educational system. A nation stands to benefit immensely from all facets of development and growth if her primary education system are manned by competent, qualified, effective head teachers and staff who are committed to the teaching and learning experiences of pupils.

The primary school head teacher therefore needs to play some strategic roles in light of the goals of primary education which includes amongst others to:

- a. inculcate permanent literacy and numerically and ability to communicate effectively;
- b. lay a sound basis for scientific and reflective thinking;
- c. give citizenship education as a basis for effective participation and in contribution to the life of the society; and
- d. mould the character and develop sound attitude and morals un the child (Section 4; NPE, 2013).

The head teacher in primary school is expected to provide leadership and exhibit effective leadership behaviour capable of stimulating high job performance from and among the teachers. Job performance is defined by Motowidho, Borman & Schoust (1997) as the measurable outcome of the interaction between an employee (teacher) and his/her job demand, training and development. Teachers' job performance are measured in the areas of lesson notes preparation, teaching pupils, discipline, monitoring, classroom management and teaching evaluation.

The performance of these critical functions by teachers has been a matter of concern to many researchers and education practitioners of late. Olatunji (2013) contented that head teachers appears not to be aware of their leadership roles in ensuring school effectiveness. On the other hand, Adeyemi (2010) and Mbon (2017) asserted that the perceived poor teachers performance in primary schools is a factor of head teachers leadership style and managerial behaviour. The leadership disposition of school heads could influence some significant level of teachers commitment to their jobs. Hence, school leadership are often called to question whenever schools are not leaving up to expectation with regard to the extent to which the established aims and objectives are realized.

## **Literature Review**

The theoretical foundation of the study is anchored on Ohio State University studies which focused n the study of leadership behaviour. The study according to Peretomode (2012) identified two dimensions of leadership: consideration and initiating structure. A leader who shows consideration therefore suggests that he/she is friendly, warmth, has mutual trust and respect; and exhibits rapport with his subordinates. The leader supports their subordinates/employees and allow them to participate in decision-making process (Peretomode, 2012; Halpin, 1966). The initiating structure characterizes a leader who is committed to organizational goals attainment. He/she emphasizes on deadlines, ensures employees/workers are assigned to jobs; and establishes a well-defined pattern of organization and channel of communication. He coordinates and supervises jobs to ensure jobs are done (Stogdill, 1974; Peretomode, 2012). A consideration leadership structure epitomizes democratic leadership behaviour while initiating leadership structure could be equated with an autocratic leadership behaviour.

The path-goal theory propounded by Evans (1970) further asserts that a leader is very indispensable to an organizational success. He/she influences employees' satisfaction and job performance. The path-goal identified four leadership behaviour which are contingent to the leadership effectiveness in task performance. They are: directive leadership, supportive leadership, participative leadership and achievement-oriented leadership. The behaviour of the leader at a time is based on the employee's needs and the working environment that can guarantee goals attainment through their daily work activities (Northhouse, 2013).

School leadership is therefore very germane to the performance of teaching and non-teaching activities that promote the attainment of school goals. According to Koontz and Heinz (1994); Alonge (2021), leadership has great authority and influence on the subordinates that help to measure the level of goals attainment. It suggests that a school leader should and must understand that his style of leadership expressed in administrative behaviour could motivate or demotivate his subordinate towards the attainment of collective goals.

The personality attributes of a leader in terms of attitude, mode of communication, interpersonal relationship, reward style and emotional intelligence could also influence a corresponding level of job performance from his subordinates. Ayodele (2014); Usen (2017); Bass and Avolio (2014). Taliadorou and Pashiardis (2015) shared similar views when they opined that leadership behaviour exhibited by a leader is crucial on its effect to the job performance of his subordinates. In this case, the leadership behaviour of a school head has great consequence of the job performance of the teachers and by extension the academic success of the students/pupils.

Teachers' job performance covers a spectrum of all related activities and worth of a teacher both within and outside the school. The schedule of a teacher includes lesson preparation and presentation, supervision and monitoring of students, management of disciplinary behaviour of pupils. Others include but not limited to students/pupils evaluation, motivating students/pupils, classroom control, records management, involvement in extra-curricular services and promotion of creative thinking (Adeyemi, 2014; Akorele, 2017).

The impact of teachers' job performance is usually manifested on the academic performance and expected moral behaviour exhibited by the learners. This implies that a school leadership behaviour that is either directive, supportive, participative or achievement has implication on the extent to which teachers' job are performed in the area of academic development and moral training of the learners. Olatunji (2013) in a study investigated the observed leadership behaviour of primary school head-teachers in Osun State, Nigeria. Using a descriptive survey research method, the study investigated the leadership qualities demonstrated by primary school head teachers as observed by their class teachers. The population of the study was 246 primary school head teachers in Ife Zonal Education Area id Osun State while the sample size was 45. The respondents

(teachers) were 90. Means, rankings and  $X^2$  were used to analyze the data collected. The results found that headmasters were highly loyal to their school system. They were also found to have love, high interest in teaching. The study however found that they were of average rating in the areas of tolerance, honesty and originality. The study concluded that class teachers under the studied head teachers have job satisfaction as the head teachers were not high handed, unkind and arbitrary.

Khalida, Pluc, Tribhuwan and Akhter (2022) in their study found that autocratic leadership constituted the largely exercised style that exert positive impact on teachers' job performance in Pakistan. Ohide and Mbogo (2017) carried out a study on the influence of school leadership on teachers' job satisfaction and performance in private schools in Yei Town, South Sudan. The study employed descriptive survey design. 10 private schools were selected and 100 teachers were randomly sampled from the 10 selected schools. Questionnaire was the main instrument used to collect data while the data collected were analysed with the aid of descriptive and ANOVA statistics. The study found that leadership has a significant influence on teachers' job satisfaction and performance.

In a related study, Osarumwense (2023) investigated the relationship between principals' leadership behaviour and teachers' job performance in public senior secondary schools in Edo South Senatorial District. The study was descriptive with correlational survey design. The population of the study was the entire 128 principals in the senior secondary schools of the studied area. 13% of the school principals were sampled. A total of 140 teachers were sampled purposively to assess their principals. Two sets of instrument: Principals' Leadership Behaviour Questionnaire (PLBQ) and Teachers' Job Performance Questionnaire (TJPQ) were used to collect data for the study. Descriptive statistics such as mean, standard deviation and percentages and inferential statistics – Pearson Product Moment Correlation Coefficient were sampled to analyse the collected data. The study found that principals were generally participative in their leadership behaviour and teachers' job performance was high in public senior secondary schools in Edo South Senatorial District, Edo State, Nigeria. The study further concluded that there is a significant relationship between leadership behaviour and teachers' job performance.

From the foregoing therefore, the effectiveness of primary school teachers with regard to their task performance is significant to the level of goals attainment of the system in terms of quality and standard. To achieve high task performance of the teachers in this regard could largely be predicated on the leadership behaviour of the head teacher who is *primus inter pares* in the school system and an administrative leader. He/she needs to manifest appropriate behaviour that will stimulate high teachers' job performance.

### **Statement of the Problem**

The quality and standard of public primary schools in Nigeria, Edo State in particular has been an issue of concern to critical stakeholders. The issues centre on the inability of

primary school leavers to communicate effectively in both written and spoken English even in their mother tongue. Majority of the school leavers possess poor mastery of basic numeracy skills. Primary school teachers in Edo State are not absolved of these problems as they are often accused of poor job performance besides poor infrastructural facilities that characterize the public primary schools. What is however not established is whether head teachers' leadership behaviour has influence on teachers' job performance. The problem of the study therefore is to investigate whether there is a nexus between head teachers' leadership behaviour and teachers' job performance in public primary schools in Edo State.

### **Research Questions**

To address the problem, the following research questions were raised:

1. Which leadership behaviour is most commonly used by head teachers in public primary schools in Edo State?
2. What is the level of teachers' job performance in public primary schools in Edo State?
3. Is there a significant relationship between head teachers behaviour and teachers' job performance in public primary schools in Edo State?
4. Is there a significant relationship between head teachers' directive leadership behaviour and teachers' job performance in public primary schools in Edo State?
5. Is there a significant relationship between head teachers' participative leadership behaviour and teachers' job performance in public primary schools in Edo State?
6. Is there a significant relationship between head teachers' supportive leadership behaviour and teachers' job performance in public primary schools in Edo State?
7. Does a significant relationship exist between head teachers' achievement leadership behaviour and teachers' job performance in public primary schools in Edo State?

### **Hypotheses**

Questions 1 and 2 were answered directly while 3 – 6 were formulated into hypotheses as follows:

1. There is no significant relationship between head teachers' leadership behaviour and teachers' job performance in public primary schools in Edo State.
2. There is no significant relationship between head teachers' directive leadership behaviour and teachers' job performance in public primary schools in Edo State/
3. There is no significant relationship between head teachers' participative leadership behaviour and teachers' job performance in public primary schools in Edo State.
4. There is no significant relationship between head teachers' supportive leadership behaviour and teachers' job performance in public primary schools in Edo State.

5. There is no significant relationship between head teachers' achievement leadership behaviour and teachers' job performance in public primary schools in Edo State.

### **Purpose of the Study**

The main thrust of the study was to investigate the relationship between head teachers' leadership behaviour and teachers' job performance in public primary schools in Edo State, Nigeria. Specifically, the study sought to:

1. find out the leadership behaviour that is most commonly used by head teachers in public primary schools in Edo State;
2. establish the level of teachers' job performance in public primary schools in Edo State;
3. find out if a significant relationship between head teachers' leadership behaviour and teachers' job performance in public primary schools in Edo State.
4. determine if a significant relationship exist between head teachers' directive leadership behaviour and teachers' job performance in public primary schools in Edo State;
5. investigate the relationship between head teachers' participative leadership behaviour and teachers' job performance in public primary schools in Edo State;
6. find out the relationship between head teachers' supportive leadership behaviour and teachers' job performance in public primary schools in Edo State;
7. determine whether there is a significant head teachers' achievement leadership behaviour and teachers' job performance in public primary schools in Edo State.

### **Methodology**

- i. **Research Design:** The study employed a descriptive survey of correlational design. This was considered appropriate because data were collected from a sampled population regarding the independent and dependent variables for a correlational analysis before generalization was made.
- ii. **Population and Sample:** The target population comprised all the 1033 public primary schools in the eighteen local government areas of Edo State according to the State Universal Basic Education Board (SUBEB, 2022). A stratified random sampling technique was used to select 10% of the schools in each local government. Therefore, 103 heads of public primary schools were sampled. The head teachers of the selected primary schools were investigated with regard to their leadership behaviour. Head teachers who were selected from this process were those who had spent at least two years as headmaster/headmistress. Four classroom teachers; two males and two female who had spent at least a year in the sampled school were purposively selected as respondents and were also rated by head teachers with regard to their level of job performance. The sample size of 515 comprises of head teachers and teachers.

**Table 1.**

**Population and Sample Distribution**

S/N	LGA	No. of Schools	No. Sampled	No. of Head Teachers	No. of Teachers Sampled
1.	Akoko-Edo	72	7	7	28
2.	Egor	18	2	2	08
3.	Esan-Central	40	4	4	16
4.	Esan-North East	44	4	4	16
5.	Esan-South East	66	7	7	28
6.	Esan-West	45	5	5	20
7.	Etsako Central	34	3	3	12
8.	Etsako East	42	4	4	16
9.	Etsako West	56	6	6	24
10.	Igueben	37	4	4	16
11.	Ikpoba-Okha	49	5	5	20
12.	Oredo	62	6	6	24
13.	Orhionmwon	93	9	9	36
14.	Ovia North East	100	10	10	40
15.	Ovia South East	85	9	9	36
16.	Owan East	49	5	5	20
17.	Owan West	40	4	4	16
18.	Ohumwonde	90	9	9	36
	<b>Total</b>	<b>1033</b>	<b>103</b>	<b>103</b>	<b>412</b>

- iii. **Instruments:** Two sets of instruments which were developed by the researcher were used for the investigation. They are Head Teachers' Leadership Behaviour Questionnaire (HTLBQ) and Teachers' Job Performance Questionnaire (TJPQ). The two instruments had two sections: A and B. Section A contained the demographic information of the respondents while Section B had 20 items each of a Likert type rating scale. The Head Teachers' Leadership Behaviour Questionnaire (HTLBQ) had a four item rating responses of Strongly Agreed (4), Agreed (3), Disagree (2) and Strongly Disagree (1). The Teachers' Job Performance Questionnaire (TJPQ) contained indices of teachers' job performance which the respondents were asked to rate the teachers on a scale of Very High (4), High (3), Moderate (2) and Low (1). The researcher validated the instruments by presenting them for scrutiny by a retired primary school head teacher, a test expert in Measurement and Evaluation and a senior officer from the SUBEB. To determine the reliability of the instruments, they were pilot tested on 10 head teachers and 20 classroom teachers who were not part of the main study. Thereafter, Cronbach Alpha

statistics which yielded coefficient values of 0.76 for HTLBQ and 0.81 for TJPQ were obtained.

- iv. **Administration of Instruments:** The instruments were personally administered on the respondents with the help of three research assistant. Letter of permission was obtained from SUBEB for this purpose. In each of the school sampled, the selected teachers and school head were given appropriate questionnaire to complete and return immediately. The exercise took six weeks to complete. All the administered copies of the questionnaires were returned.
- v. **Method of Data Analysis:** Descriptive statistics (mean and standard deviation) were used to answer research questions 1 and 2. The criterion mean of 2.50 was set for acceptance of the items and decision making while for research questions 2, the four scale decision rule of 1 – 1/49 (low); 1.50 – 2.49 (moderate), 2.50 – 3.49 (high) and 3.50 – 4.00 (very high) was used. However, inferential statistics (Pearson Product Moment Correlation Coefficient) was used to test the hypotheses at 0.05 level of significance.



## Results

**Question 1:** Which leadership behaviour is most commonly used by head teachers in public primary schools in Edo State?

**Table 2.**

### Leadership Behaviour most commonly used by Head teachers in Edo State

Commonly used leadership behaviour	Mean	SD	Rank
Directive	2.68	1.024	2
Participative	2.31	1.53	4
Supportive	3.16	0.715	1
Achievement	2.55	1.24	3

Analysis of data in Table 2 shows that the leadership behaviour used by school heads in public primary schools in Edo State. They are supportive behaviour which ranks No. 1 with a mean of 3.16 and a standard deviation (SD) of .715. directive behaviour ranks number 2 with a mean score of 2.68 and standard deviation of 1.024. The achievement-oriented behaviour ranks number 3; a mean score of 2.55 and a standard deviation of 1.24. Participative behaviour ranked number 4 with a mean of 2.31 and SD of 1.53. It can therefore be said from the analysis that the most common leadership behaviour used by schools in Edo State is supportive behaviour.

**Question 2:** What is the level of teachers' job performance in public primary schools in Edo State?

**Table 3.**

### Level of Teachers' Job Performance in Edo State, Nigeria

Variable	Mean	St. Dev.	Remark
Lesson population	2.72	.582	High
Lesson presentation	2.15	1.74	Moderate
Classroom management	2.57	1.27	High
Management of pupils' disciplinary behaviour	1.35	1.14	Low
Participation in school activities	2.58	1.96	High
<b>Average mean</b>	<b>2.27</b>	<b>1.34</b>	<b>Moderate</b>

Findings in Table 3 reveal that the level of teachers' job performance with regard to lesson preparation was high (Mean - 2.72; SD. - .582); while the teachers were rated moderate

in the area of lesson presentation (Mean – 2.15; SD. – 1.74). in classroom management, the teachers’ performance level was high (Mean – 2.57; SD. – 1.27) but were rated low in the aspect of management of pupils’ disciplinary behaviour. The mean score was 1.35 while the standard deviation was 1.14. lastly, in the area of teachers’ participation in school activities, they were rated high with a corresponding mean value of 2.58 and a standard deviation of 1.96. the average mean level of teachers’ job performance in public primary schools in Edo State was 2.27 and a standard deviation of 1.34. this implies that public primary school teachers’ level of job performance in Edo State is moderate.

**Hypothesis 1:** There is no significant relationship between head teachers’ leadership behaviour and teachers’ job performance in public primary schools in Edo State.

**Table 4.**

**Pearson Product Moment Correlation Analysis between Head Teachers’ Leadership Behaviour and Teachers’ Job Performance**

Variable	N	Mean	r-cal	p-value	Decision
Head Teacher Leadership Behaviour	103	2.80			
Teachers’ Job Performance	413	2.27	0.156*	0.010	Significant

\* $p < 0.05$

Table 4 shows that the r-cal value of 0.156 was significant at 0.05 because the p-value of (0.010) < 0.05. the null hypothesis is therefore rejected. As a result, there is a significant relationship between head teachers’ leadership behaviour and teachers’ job performance. This connotes that the leadership behaviour of head teachers significantly influences teachers’ job performance.

**Hypothesis 2:** There is no significant relationship between head teachers' directive leadership behaviour and teachers' job performance in public primary schools in Edo State.

**Table 5.**

**Directive leadership behaviour correlation with teachers' job performance**

Variable	N	Mean	r-cal	p-value	Decision
Directive Leadership Behaviour	103	2.63	0.2460	0.000	Significant
Teachers' Job Performance	412	2.50			

**\*p is significant at 0.05**

Table 5 reveals that directive leadership behaviour has a mean of 2.63 with a standard deviation of 0.33. also, the teachers' job performance has a mean score of 2.50 with a standard deviation of 0.21. The Pearson correlation coefficient was 0.2460 ( $p < 0.05$ ), suggesting that head teachers' directive leadership behaviour has a significant relationship with teachers' job performance.

**Table 6.**

**Multiple regression analysis on the head teachers' leadership behaviour that best predicts teachers' job performance**

Model	Unstandardized Coefficient		Standardized Coefficient	T	Sig.
	B	Std. Error	Beta		
Directive	.212436	.053416	.21932	2.65	<0.05
Participative	.192430	.05782	.19567	2.37	<0.05
Supportive	.201143	.053120	.18210	2.40	<0.05
Achievement	.231516	.063210	.228230	2.94	<0.05

**\*Dependent variable: Teachers' Job Performance**

Results in Table 6 indicate the regression coefficient (unstandardized and standardized) standard error of estimate; t ratio and probability level at which t-ratios are significant. The table shows that directive leadership behaviour ( $B = .212430$ ;  $t = 2.40$ ;  $p < 0.05$ ). supportive leadership behaviour ( $B = .201143$ ;  $t = 2.40$ ;  $p < 0.05$ ). Achievement leadership behaviour ( $B = 231516$ ;  $t = 2.94$ ;  $p < 0.05$ ). Based on the analysis, achievement leadership behaviour is the most significant predictor to teachers' job performance in public primary schools in Edo State, Nigeria.

**Hypothesis 3:** There is no significant relationship between head teachers' participative leadership behaviour and teachers' job performance in public primary schools in Edo State.

**Table 7.**

**Participative leadership behaviour correlation with teachers' job performance**

Variable	N	Mean	r-cal	p-value	Decision
Participative Leadership Behaviour	103	2.58	0.334	0.000	Significant
Teachers' Job Performance					

**\*p < 0.05**

Analysis presented in Table 7 shows a Pearson r-value of 0.334 and a p-value of 0.000 testing at an alpha level of 0.05. Since the p-value is less than the alpha level, the null hypothesis is thus rejected meaning that there is a positive relationship between head teachers' participative leadership behaviour and teachers' job performance in Edo State.

**Hypothesis 4:** There is no significant relationship between supportive leadership behaviour and teachers' job performance in Edo State.

**Table 8.**

**Pearson Correlation Coefficient between head teachers' supportive leadership behaviour and teachers' job performance**

Variable	N	Mean	r-cal	p-value	Remark
Supportive Leadership Behaviour	103	2.65	0.284	0.000	Significant
Teachers' Job Performance					

**\*p < 0.05**

As analysed in Table 8, the r-calculated value is 0.284 while the p-value is 0.000 was recorded at 0.05 level of significance. Since the r-calculated value is significant at alpha level, the null hypothesis is consequently rejected suggesting that there is a significant relationship between head teachers' supportive leadership behaviour and teachers' job performance in Edo State.

**Hypothesis 5:** There is no significant relationship between head teachers' achievement leadership behaviour and teachers' job performance in Edo State.

**Table 9.**

**Achievement leadership behaviour correlation with teachers' job performance**

Variable	N	Mean	r-cal	p-value	Remark
Achievement Leadership Behaviour	103	2.61	0.352	0.000	Significant
Teachers' Job Performance					

**\*p < 0.05**

Table 9 shows a calculated Pearson r-value of 0.352 and a p-value of 0.000 testing at an alpha level of 0.05. therefore, the p-value is less than the significant level. As a result, the null hypothesis was rejected indicating that there is a significant and positive relationship between head teachers' achievement and teachers' job performance in public primary schools in Edo State.

**Discussion**

With regard to question 1, the result found that head teachers in public primary schools in Edo State commonly used supportive leadership behaviour. This could be a result of the fact that head teachers in primary schools regard themselves as an integral part of the school team with a collective resolve to encourage, motivate, support and assist the teachers to achieve the school goals. Besides, majority of the public primary schools lack adequate teachers who are also not regularly and adequately remunerated. Head teachers as team players are therefore left with the option of empathy, love, understanding and provision of moral, technical and emotional assistance that will spur the teachers toward the performance of their professional duties successfully for the interest of the pupils. This finding is also in agreement with Olatunji (2013) and Osarumwense (2023) in similar studies.

The result of the second research question revealed that the level of teachers' job performance was moderate. It is therefore indicative that teachers in public primary schools in Edo State, Nigeria are not very effective in the discharge of their responsibilities. They have not lived up to the desired expectations of both parents and the government in the inculcation of basic skills and character moulding of the learners. The reasons for this finding are not far-fetched. Public primary schools are not satisfactorily motivated by their employers; basic teaching and learning infrastructures are either not available or available but not functional. However, teachers in this situation rely on teamwork and leadership inspiration of their head teachers for a marginal performance of their tasks. This finding nevertheless is in support of similar research findings of Adeyemi (2010) and Usen (2017) while it is at variance with Ohide and Mbogo

(2017) who found that teachers' job performance in private schools in Yul town, South Sudan was high.

In hypothesis one, the study revealed that there was a significant relationship between head teachers' leadership behaviour and teachers' job performance in public primary schools in Edo State. This finding supports the opinion of Peretomode (2012) that every leadership behaviour or disposition of an organizational head like a school system elicits a corresponding level of subordinates' job performance. The finding also corroborates the assertion of Evans (1970) that leaders' behaviour is a function of the individuals and the task.

Similarly, hypothesis two revealed that there was a significant relationship between directive leadership behaviour and teachers' job performance in public primary schools in Edo State. Certainly, directive leadership behaviour would have a significant influence on teachers' job performance since the head teacher is the chief accounting officer who must take responsibility of his actions or inaction in a school system. The directive leader therefore will ensure that teachers comply with job rules to achieve school success. This finding is in tandem with the research outcome of Olatunji (2013) and Akerele (2017).

The results of hypothesis three also showed that there was a significant relationship between head teachers' participative leadership behaviour and teachers' job performance in public primary schools in Edo State. In the context of Edo State, Nigeria this finding is not startling. The principles of work ethics which are collaborative, team spirit and joint decision making are characteristics of the school work environment in the State and probably account for this finding. The study is also in consonance with an empirical finding of Usen (2017). In a related study carried out by Khalida et al (2022) on the impact of principals' leadership styles on teachers' job performance found a positive but weak correlation between democratic leadership style and teachers' job performance in Faisalabad City, Pakistan. They, however, recommended that democratic leadership style/participative leadership behaviour should be practised with caution among school leaders.

As per hypothesis four, a significant relationship between head teachers' supportive behaviour and teachers' job performance was also found. This is expected like the findings made in hypothesis 3 where a significant relationship between participative leadership behaviour and teachers' job performance was established. Participative and supportive behaviour are related and directed at collaboration show of love and the spirit of collectivism for a significant impact on school goals. The study is in congruence with the research findings of Adeyemi (2010), Olatunji (2013) and Osarumwense (2023). Although, Osarumwense's study was delimited to public senior secondary schools in Edo South Senatorial Zone.

Hypothesis five disclosed that a significant relationship existed between achievement leadership behaviour and teachers' job performance in public primary schools in Edo State. In a work environment where teachers' morale is low and are unwilling to be

committed to their job, whereas the leadership of the school is result and achievement oriented, the school head would be directive and autocratic in approach especially in the area of instructional supervision, monitoring and staff control for positive impact on teachers' job performance. Khalida et al (2022) nevertheless advised that school administrators should employ blended leadership approach in administration. This finding is slightly at variance with that of Ohide and Mbogo (2017) who found that democratic leadership had a higher impact on teachers' job performance and a high job satisfaction among teachers than other leadership variables.

## Conclusion

Arising from the findings of this study, it was concluded that head teachers' leadership behaviours in public primary schools are essential ingredients required to stimulate teachers' job performance. Although, supportive leadership behaviour is predominant among primary school heads, other leadership behaviours; participative, directive and achievement also exert influence on teachers' job performance. Teachers' job performance is therefore a function of the strategic use of leadership behaviour in a given situation and circumstances.

## Recommendations

Based on the findings of this study, some recommendations were made:

1. Head teachers in public primary schools in Edo State, Nigeria should sustain the use of supportive leadership behaviour due to its significant relationship with the teachers' job performance.
2. Teachers should be encouraged to improve their level of job performance through incentives and better working conditions besides the use of a perceived appropriate leadership behaviour by head teachers in a given situation.
3. School heads should not stick to the use of a particular leadership behaviour but an eclectic model should be used to enhance teachers' job performance.
4. Head teacher should regularly be trained on school leadership by the State Ministry of Education, State Universal Basic Education Board (SUBEB), for maximum productivity and goals attainment.

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