

## **PRINCIPALS' LEADERSHIP STRATEGIES AND THEIR IMPLICATIONS FOR TEACHERS' JOB PERFORMANCE.**

*By*

**USMAN SHOLA RAHEEM**

*and*

**ABDULKAREEM A. MUSA**

*Dept. Of CSET School of Education, COED, Ilorin.*

### **Abstract**

*This paper examined the school principal leadership strategies and their implications on teachers' job performance. The concept of leadership and principal behaviour were extensively explained. The various leadership strategies which include Teacher/Personnel management strategy, student management strategy and resources management strategy were dealt with. The implications of principal leadership strategies on teachers' job performance were not left out while recommendations were made on the ways through which the principal can enhance his teachers Job performance through an effective leadership strategies.*

### **Introduction**

Educationists recognize the importance of leadership in any educational system. This is why over the years educationists have concerned themselves with studies on leadership as a concept in relation to teachers' responsibility within the school environment and student's academic performance.

The school principal as a leader plays his management roles through artful application of techniques and implementation of educational programmes towards the realization of the school objectives. In actual fact the smooth operation of the school setting depends on efficient and effective leadership. Hence, a school leader

will be effective through the application of some leadership strategies.

Moreover, in any organization such as the school setting, Principals' administration is aimed at complementing teachers' job performance to achieve pre-determined goals. However, leadership strategies of school principals could have some remarkable implications on teachers' job performance in any school setting.

It is therefore the responsibility of the school principal to ensure that he has adequate knowledge of his staff in terms of their ability, temperament, interest etc. so as to adopt an appropriate leadership strategy that will enhance the smooth running of the school.

### **Concept of Leadership**

There are many ways of looking at leadership and many interpretations of its meaning. Ogunu (2000), defined leadership as a “dynamic process in a group whereby an individual influences the other to contribute voluntarily to achievement of group tasks in a given situation”. Kenneth (2006), defined leadership as a process by which a person influences others to accomplish an objective and direct the organization in a way that makes it more cohesive and coherent. Leaders, according to Kenneth (2006), carry out this process by applying their leadership attributes such as beliefs, values, ethics, character, knowledge and skills.

Boje (2000), defined leadership as the effort to influence the behaviour of individual or group members in order to accomplish organizational, individual or personal goals. It is an essential component of organizational effectiveness. Bass (1990), saw leadership as a process that shapes the goals of a group or organization, motives and behaviours toward the achievement of those goals and helps define group or organization culture. Okorie (2002), quoting Adesina (1990), defined leadership as the activity of influencing people to strive willingly for goals.

This definition, according to Okorie (2002) implies that it is vital for school heads who are usually leaders of their schools to have the ability to inspire or get all members of the school community to work together toward the goal of excellent

education for all students.

Generally, leadership as being defined by many authors centered on behaviour modification, therefore leadership can be seen as the effort to influence the behaviour of individuals or group members in order to accomplish organizational, individual or personal goals.

### **Principal Leadership Behaviour**

In a school setting, the responsibility of the principal is to facilitate and promote teaching and learning process in order to achieve desired goals of the school. Sanni (1999), noted that the attention of the principal must be drawn to the fact that for the aims and objectives of the school to be achieved, each member of staff must act professionally and work hard for the good of the school. For the school principal to succeed in adverting these, he must display a kind of behaviour that will elicit the cooperation of his staff such that will lead to the accomplishment of the school goals. He (principal) should have a good vision, good communication skills and ability to evaluate situation carefully before taking action. All these behaviours exhibited by the principal demonstrate an effective leadership that would lead the school to perform better academically.

Blanchard and Hersey (1993) characterized leadership behaviour in terms of the amount of direction and support that a leader gives to his followers, and so created a simple grid. The supportive behaviour is on the vertical axis while the directive behaviour is on the horizontal axis as shown in figure 1 below

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<b>SUPPORTIVE BEHAVIOUR</b>	<b>SUPPORTING (S3) COACTING (S2)</b>
	<b>DELEGATING (S4) DIRECTING (S1)</b>

**Directive behaviour**

**Source:** Blanchard and Hersey 1993. Management of organizational behaviour.

**SI Directing Leaders:** This is not different from the traditional leader approach.

Directing leaders define the roles and tasks for the followers and supervise them closely. Decisions are made by the leader and announced, so communication is largely one-way.

S2. Coaching leaders still define roles and tasks but seek ideas and suggestions from the follower. Decision remains the leader's prerogative but communication is much more two-way.

S3. Supporting leaders pass day-to-day decisions such as task allocation and process to the follower. The leader facilitates and takes part in decision, but control is with the follower.

S4. Delegating leader is still involved in decision and problem solving but control is with the follower. The follower decides when and how the leader will be involved.

Effective leaders are versatile in being able to move round the grid according to the situation so there is no one right behaviour. Leadership behaviour will, however, depend very much on the type of people being led.

