

LEADERSHIP ROLE OF PRINCIPALS IN PROMOTING TEACHER PRODUCTIVITY FOR SUSTAINABLE DEVELOPMENT

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Abstract

The study investigated leadership role of Principals in promoting teacher productivity for sustainable development in Owerri Education Zone I, using descriptive survey design. Four purposes and four research questions guided the study. Population of the study consisted of all the 292 School Principals and Vice Principals in the 106 public secondary schools in the area. The study sample comprised 292 based on purposive sampling. Study instrument was a 16-item researcher-made modified 4-point Likert Scale instrument structured questionnaire titled, Leadership Role of Principals and Teacher Productivity Questionnaire (LRPTPQ). The instrument had a reliability coefficient of 0.83. Descriptive mean was used for data analysis. Findings are as follows: Principals' use of democratic leadership promotes teacher productivity, Principals' use of autocratic leadership does not promote teacher productivity, Principals' use of laissez-faire leadership does not promote teacher productivity and in-service professional development promotes teacher productivity. Therefore, it was recommended among others that Principals should ensure that they constantly employ effective instructional leadership practices, like democratic style of leadership, in enhancing teacher productivity for sustainable development. Principals should promote in-service programme as a way of promoting capacity building of teachers, teacher motivation, team building, and empowerment. The government should provide better conditions of service, so as to enhance Principals' leadership roles.

Keywords: Leadership Role, Leadership Styles, Principals, Sustainable Development, Teacher Productivity

Introduction

Achievement of sustainable development anchors significantly on education that is functional, all-inclusive and technology-based. Ahenkan and Osei-Kojo (2014) stressed that sustainable development itself emphasises both formal and informal education that engenders radical and holistic change of mind and character for present-day success in the social, economic and environmental planes of human existence without jeopardizing changes of survival for future generations. The National Policy on Education acknowledges that education is a veritable tool for achieving national growth and sustainable development (FRN, 2013). The leadership role of the Principal as the school administrator in this regard cannot be overstated.

The Principal functions as the coordinator, evaluator, promoter, facilitator and image-maker of the school. From curriculum interpretation and implementation to teacher productivity, the Principal is a key factor (Krasnoff, 2015). More so, Kurth (2016) stated that it is his/her duty to ensure that both human and material resources are harnessed in a bid to produce a functional education for sustainable education. A key role of the Principal in this regard is the promotion of teacher productivity. Productive teachers can be said to be effective ones who provide the platform for effective learning to ensue for sustainable development. Therefore, it is the role of the Principal to provide a leadership that enables teacher to improve and upgrade their pedagogical knowledge and skills through on-the-job/in-service training opportunities like seminars, workshops and refresher courses targeted at arming teachers with skills and competences for realizing the goals of sustainable development in the 21st century (Laila, 2015).

The teacher who handles 21st century learners needs to be well-prepared in learner-centred pedagogies, so as to provide instructional experiences that prepare the learner for life and work in the new millennium, such as critical thinking and problem solving skills, collaborative skills and creative competences (Lee, 2020). To this end, the teacher is expected to possess a considerable skill in innovative education technology. Therefore, it is imperative that such teacher must be computer literate and information and communication technology (ICT) compliant in order to evolve functional and hands-on learning in the new millennium. To this end, it is the leadership role of the School Principals to ensure that platforms needed for this are in place.

Sustainable Development

The recurrent catchword all over the world today is Sustainable Development (SD). This is so since nations have awakened to the reality of promoting environment-friendly attitudes and dispositions to nature (Ejiogu & Ogonor, 2016). The incessant natural disasters rocking the world in various forms like earthquakes, landslides, mudslides, volcanic eruptions, torrents, flooding and hurricanes have placed nations on their toes as they seek for ways to arrest and mitigate the effects of such devastating natural phenomena. The motivation for sustainable development is that where current developmental activities are left unchecked it may drastically portend some serious harmful effects for future generations. Therefore, the concept implies development that stresses that present day developmental needs should not have hampering effects on the ability of upcoming generations to meet their own unique developmental needs (UNESCO, 2016). At the start, SD was concerned with environment-friendly development but has today enlarged its scope to embrace social justice and the fight against poverty as key principles. In its comprehensive nature, sustainable development covers the economy, society and environment, seeing the society as a whole with its different institutions interwoven and interrelated (Azio, 2019).

Within the comprehensive and overlapping matrix of SD, education is a key and vital driver (Garba, Shehu & Bala, 2019). This education is defined along the dynamics of life and work in the 21st century with the aim of inculcating soft skills and life-support competencies. According to Izuagba, Afurobi and Ifegbo (2016), these soft skills are subsumed in the three Cs of critical thinking and problem-solving skills, creative thinking skills and communicative and collaborative skills. These skills will enable students to think critically about their natural environment and come up with ways to solve emerging climatic problems in order to mitigate their devastations. The soft skills will also arm students with competences in communicating their findings and observations in the course of engaging environmental issues while working as a team. The following are the broad principles underpinning sustainable development: equity among generations, gender equity, peace, tolerance, poverty reduction, productive health, environmental preservation and restoration, natural resource conservation, and social justice. The education that promotes sustainable development must be holistic, integrated and interdisciplinary (UNESCO, 2016). The implication of the foregoing is that the nation's educational system is to be reformed, transformed, reoriented and restrategised with SDGs-friendly education policies and practices that promote the inculcation of right attitudes, culture and knowledge among all stakeholders (Itari & Ugbe, 2018).

Teacher Productivity

Teacher productivity generally refers to how far the teacher has achieved set instructional objectives. It is concerned with teacher's success in the classroom based on measurable learning outcomes. Bedawy (2014) maintained that teacher productivity in education revolves around achieving those results that reflect the objectives of education in the context of observable changes in students' learning. It is related to teacher performance. The idea of teacher productivity appears somewhat undecided vis-à-vis the contours that define it and students' performance (Edet & Beyin, 2018). This notwithstanding, Owens (2015) maintained that teacher productivity is generally related to and exhibited most time in the professional ability to give instructions, relate with students, create

enabling learning climate, engage the curriculum, maintain expected relations with peers and the Principal, professional qualities and desired personality qualities. It also covers a teacher's ability to produce desired results measured in terms of how well the teacher is able to cause learning in the students.

Teacher productivity specifically touches on cardinal and critical pedagogical dynamics like clearly formulated objectives, aptly illustrated and elucidated curricular contents that will enable students to acquire desired knowledge, apply the knowledge to classroom and other related problem, think and take independent decision and the use of effective evaluation technique by the teacher (Zenger & Folkman, 2014). Ansar, Marzuki and Tolla (2018) identified broad base knowledge of the subject matter, effective use of chalkboard, good language and communication skills, well organized learning environment, formulation of clear objective as variables of teacher productivity. Therefore, well-performing teachers are those who exhibit clearly formulated objectives illustrated with apt life and environment-based examples and effective evaluation technique; teachers who achieve the goals, which they set for themselves or which were set for them by others like ministry of education, legislators and other government officials, as well as school administrators (Buil, Martínez & Matute, 2019). Although professional qualifications and possession of knowledge affect teacher performance, utilization of such qualifications, knowledge and skills in a classroom setting is a test of teachers' productivity.

Leadership Role of the School Principal

To understand the leadership role of the Principal, it is germane to explain what leadership entails. Leadership means a lot of things to different persons. However, for the purpose of this study, leadership could be considered as a specific attitude displayed by someone in charge of an organization that is capable of deriving maximum response; support and motivation from those under him towards achieving the organization's objectives and goals (Okoji, 2016). Shamaki (2015) conceived of leadership as abilities and practical skills of the persons, groups, or organizations to lead, influence, or provide guidance to other persons, teams, or the whole organization pursuant to effectively arriving at common goals. The above views imply that leadership is a behaviour located somewhere between set organizational goals and achievement of same. They equally indicate that leadership is the duty of harnessing human and material resources towards attainment of common goals. The school Principal is the obvious leader whose responsibility it is to create enabling environment that encourages, motivates and enlists the involvement of all members of the school, especially teachers, towards achieving set goals. This type of leadership is one that gears towards attaining sustainable goals, which is the yardstick for measuring how relevant and current school goals are in the 21st century coloured against its peculiar challenges and prospects.

The position of the Principal is that of the chief accounting officer of the school, being the apex leader of school activities and coordinator of all the human and material resources of the school. Thus, the primary leadership roles of the Principal revolve around increasing participation, transferring vision, and steering the school system towards achievement of educational goals and sustainable development (Mwangi, 2013). The Principal is saddled with the responsibility of leading, directing, and coordinating various curricular and co-curricular activities of the school. Another key duty of the Principal is to create an enabling environment that supports teachers' performance and upgrade of their professional skills. To do this, the Principal is to provide avenues that promote in-service training and retraining opportunities. Pursuant to helping teachers translate curricular contents and activities woven together in the tapestry of learning experiences into observable and laudable outcomes, Principals have the role to provide authentic, visionary, transformative and effective leadership that will culminate in improved professionalism of teachers. Saleem, Aslam, Yin and Rao (2020) submitted that the Principal is responsible to give highly valued visions that are focused on teachers' day-to-day instructional methods and strategies, which foster a good work environment that enhances teacher performance and productivity.

The implication of the foregoing is that just as leadership is important, how the Principal leads is of paramount importance. That is to say that the Principal's leadership styles or specific demeanours towards his subordinates may account for his leadership outcomes. Generally, leadership styles are grouped under the autocratic, democratic, and laissez-Faire. Cansoy (2018) explained autocratic leadership as an authoritarian style whereby leaders wield absolute power in the decision-making process; he merely gives instructions to subordinates who must follow the instructions religiously or face sanctions. This style does not welcome inputs from followers in terms of advice, counsels or suggestions. Although this type encourages prompt execution of plans, it considers these followers as mere robots without feelings.

Democratic leadership or participative leadership style consists of the leader sharing the decision-making abilities with followers by promoting the interest of the followers and by practicing social equality (Cansoy, 2018). This style promotes participatory involvement of leadership as it also emphasizes the importance of all members of the group participating in the decision-making process (Ejaigu, 2013). Although susceptible to abuse and lose grip on followers, democratic leadership provides a level playing ground for all members of the organization, taking into cognizance how invaluable their personal and corporate contributions are to the overall growth of the organization.

A laissez-faire leadership style gives complete rights and powers to followers who make decisions based on established goals; and work out the problems and hurdles while the leader watch with minimal supervision. In this style, decision-making is passed on to the followers and this style focuses on no interference in the affairs of others (Ejaigu, 2013). Harahap (2017) stated that when a leader hands-off and allows followers to make decisions, this is known as the laissez-faire style of administration. Individual independence of each follower remains a stronghold of laissez-faire leadership. However, Damanik and Aldridge (2017) opined that the same individual independence of followers to work towards group objectives, employing unique processes and operational techniques remains a cardinal undoing of laissez-faire leadership. This is because some experts have underscored the need for maximum supervision and control in order that tasks are done as expected by followers since each follower is allowed to dictate how and when to work towards group objectives. While this leadership gives premium to individual development and freedom, it hardly meets set objectives in terms of target time and laid down procedures (Day, Gu & Sammons, 2016).

In addition to the traditional leadership styles outlined above, there are modern-day leadership orientations that brewed from the bottlenecks associated with the traditional leadership styles (Donkoh & Baffoe, 2018). These include the directive leadership, supportive leadership, consultative leadership, achievement-oriented and communicative leadership styles. The directive leadership paradigm, according to Gutiérrez-Cobo, Cabello, Rodríguez-Corrales, Megías-Robles, Gómez-Leal and Fernández-Berrocal (2019), could be termed the assignment-based method. The work of the leader (Principal) is to issue the followers (teachers) with specific rules, standards, and directions for organizing, sorting, as well as completing tasks. It is thought that this style of leadership helps to wake up followers to their duties, helping them to stay on task.

Supportive style of leadership is a relationship-oriented style of leadership, whereby there is a robust personal relationship between the leader and the led; a friendly relationship that promotes comradeship among all the stakeholders of the organization. The personal and corporate challenges and concerns of employees and coworkers are at the heart of this type of leadership. There is a friendly environment for both the leader and the subordinates to work collaboratively, such that while organizational objectives are achieved, employees' lives are also improved (Harahap, 2017).

The consultative style of leadership stresses leaders' confidence and trust in the followers. However, Hutabarat (2015) emphasised that these leaders make their final decisions on their own, even after seeking the opinions of their subordinates. Notwithstanding, staff seem to have positive attitudes toward their employers since they are consulted on important issues. This style of leadership anchors on examining, evaluating, and administering all tasks to be completed with a touch of central control usually viewed by subordinates as a means of maintaining a high standard.

On the other hand, achievement-oriented approach is a systematic leadership style aimed at careful detailing of duties and how to go about them by the leader to the led. Tasks are usually made challenging but options on how to scale such hurdles are also clearly spelt out. All procedures and actions are woven around achieving set goals/objectives. Leaders in this approach involve their followers in achieving the organization's goals and objectives, using rewards for the successful completion of a task as inducement (Howes & Goodman-Delahunty, 2015). Use of this method may not be very welcome by all followers, but it does remove task confusion and arbitrary overlapping of assignments. It equally ensures that all tasks are performance-oriented and objective-based.

Communicative leadership stresses that manner of communication line and behaviour of an organization is cardinal to goal achievement. Jin, Seo and Shapiro (2016) stated that communication, here, could be viewed as a specific behaviour spelling out how information is shared in the organization. The scope of communication here revolves around what is to be done, how it should be done, when it should be done and who does what. This leadership style assumes that it is important to clearly communicate goals and how to arrive at them to forestall confusion of tasks, which serves as a clog in the wheel of progress. It harps on the process of passing on information about the tasks to be undertaken and the feasibility of specific work methods. Communicative leadership style may motivate workers by encouraging focus and is mistake-correcting through clearly defined and communicated expectations (Kipkorir, Kapkiai & Kiprop, 2016).

Problem statement

As far as teacher productivity in attaining sustainable development is concerned, School Principals play cardinal roles. Besides planning, coordinating, controlling, organizing, staffing and evaluating, the Principal is to explore ways to enhance teachers' performance of avowed and assigned duties. This duty revolves around improvement of pedagogical roles of teachers. Therefore, the onus lies on the school leader to create opportunities and explore existing ones created by the government to ensure that teachers update and upgrade their professional competencies and skills through in-service opportunities like continuing professional development programmes, seminars, workshops and symposia. This has become necessary given that common experience shows that current Nigerian teachers do not exhibit adequate professional competencies and skills to be relevant in the 21st century and to drive sustainable development through classroom practices (Musa, 2014). A lot of Nigerian teachers still rely heavily on traditional modes of instruction while many do not avail themselves for improvement opportunities (Izuagba, Afurobi & Ifegbo, 2016). The Nigerian government itself is not doing much to change the narrative as the nation's system of education continues to remain largely out of tune with modern-day realities due largely to poor funding (Ogba & Igu, 2014). The consequences are seen in poor quality of educational outcomes on the side of teachers and students alike. A closer look at public schools reveals a kind of do-whatever-pleases-you situation without a clear-cut and defined pedagogical leadership. No wonder a lot of Nigerians find safe haven in private schools hoping to get the much sought after quality education. This ugly trend calls for a purposeful school leadership whereby there is purpose-driven and result-oriented leadership. Against this backdrop, this study was conducted to evaluate the leadership role of Principals in promoting teacher productivity for sustainable development.

Theoretical Framework

There are many theories of leadership School Principals can employ in the school, particularly in their relationship with teachers. However, this study adopted the behavioural theory and management theory of leadership. Behavioural theory stresses that organizational performance is determined by the leaders' behaviours. That is to say that how the leader behaves towards organizational goals and the followers will affect how goals are reached. This theory, also called the style theory, suggests that leaders are not affected by inborn traits but by learnt and acquired characters based on the environment and upbringing. This theory of leadership focuses heavily on the

leader's action. Behavioural leadership theory stresses that leaders need to give clarity and direction, so that followers will always understand what is expected of them at any time. The leader must also be supportive of the wellbeing and welfare of the worker in order to positively motivate them. In the spirit of being result-oriented, behavioural theory tasks the leader to always make work decisions and provide on-the-job leadership that will spur the followers towards goal achievement. In relation this study, behavioural theory stresses that the behaviour of the Principal towards the teachers affects their instructional productivity. Therefore, Principals must provide adequate and clear expectations based on the objectives of the school, and must be supportive of teachers' welfare and wellbeing in order to motivate them.

The management theory of leadership is otherwise called transactional leadership. The leader is considered a manager whose role is to supervise, organize, and motivate the group towards goal performance. Management theory employs a system of rewards and punishments whereby followers who perform well are rewarded whereas those who do not are punished accordingly. This theory also promotes adequate feedback and reinforcement mechanism. In relation to this study, Principals who use management theory of leadership are usually focused on reaching target goals and understand that teachers are very central in reaching such goals. Therefore, they give close attention and supervision to specific activities of teachers in the classroom to ensure that they are on task. They also establish reward and punishment measures to encourage hard work and faithfulness to duty.

Empirical Reviews

Sakerania, Ery and Arifind (2019) studied the impact of principal leadership on teacher motivation and performance and reported that principals have a direct influence on teacher motivation through the provision of supportive leadership as they champion equitable pay for their subordinates and ensure access to teaching resources, which in turn influence teacher motivation levels. The findings also indicate a significant and positive influence of transformational leadership on teacher performance. Jay (2014) investigated the influence of leadership styles on teachers' performance in general secondary schools of Gambella region, Ethiopia and found a positive relationship between leadership styles and teachers' performance; and that democratic leadership in decision-making improves teachers' performance via communication and delegation. Nwogu and Adieme (2018) investigated principals' job performance enhancement for economic recovery in secondary schools in Rivers State, Nigeria and revealed, among others, that principals' instructional roles include helping teachers keep abreast with current trends in education by helping them increase their research skills; build networks with outstanding schools by adapting their novel concepts into their own schools; maintain school-community relationships; be proficient in the use of computers; be knowledgeable of using the Internet to explore trendy pedagogical skills and apply creativity skills in discharging their instructional roles. Hoque and Raya (2023) examined the association between four leadership styles (instructional, democratic, transformational, and laissez-faire) and teachers' behavior in Malaysia. The researchers found average care for teachers by the principals enhances teachers' emotional behaviour while democratic leadership style showed significant relationships with the emotional behavior of the teachers. Furthermore, leaders who employ democratic leadership style were more aware of and responded positively to teachers' psychometric behaviour. School principals with transformational leadership styles responded positively to teachers' pro-social behavior, although the relationship was weak. The study concluded that democratic leadership style addresses the issues of teachers' emotional behavior, while instructional leadership, which is the most perceived leadership style, does not. Shamaki (2015) investigated leadership style and teacher productivity and reported that among the leadership style, democratic style contributes more to teachers' job productivity than autocratic style. Okoji (2016) showed a relationship between autocratic leadership style and teachers' job performance in selected rural communities of Ondo State, Nigeria. Similarly, Mwangi (2013) found that principals' autocratic leadership style was significantly helpful in enforcing teachers to perform their duties. The result also showed that there was significant

relationship between principal democratic leadership style and teacher effectiveness in public secondary schools in Ibadan North Local Government Area of Oyo State. The result showed that there was no significant relationship between laissez-faire leadership style and teacher effectiveness. Kiboss and Jemiryott (2014) examined the relationship between leadership styles of principals and teachers' job satisfaction and effectiveness in Kenyan public secondary schools and found that principals' democratic leadership style has a great impact on the working atmosphere in a school and, consequently, on teachers' job effectiveness. Ogunyinka and Adedoyin (2013) found that laissez-faire is not significantly related to teacher effectiveness. On the contrary, Ejaigu (2013) found that administrators' laissez-faire leadership, democratic, autocratic and bureaucratic leadership, influenced business educators' job effectiveness.

Purpose of Study

This study examined leadership role of Principals in promoting teacher productivity for sustainable development in Owerri Education Zone I. Specifically, the study was conducted to:

1. determine the role of Principals' use of democratic leadership style in promoting teacher performance for sustainable development
2. examine the role of Principals' use of autocratic leadership style in promoting teacher productivity for sustainable development.
3. ascertain the role of Principals' use of laissez-faire leadership style in promoting teacher productivity for sustainable development.
4. Investigate the role of in-service professional development in promoting teacher productivity for sustainable development.

Research Questions

1. What is the role of Principals' use of democratic leadership style in promoting teacher performance for sustainable development?
2. How does Principals' use of autocratic leadership style in promote teacher productivity for sustainable development?
3. In what ways does Principals' use of laissez-faire leadership style in promoting teacher productivity for sustainable development?
4. What is the role of in-service professional development in promoting teacher productivity for sustainable development?

Methodology

The study employed descriptive survey design, which is concerned with investigating the manifest characteristics of any given phenomenon in a population. The population for this study consisted of all the 292 School Principals and Vice Principals in all the 106 public secondary schools in Owerri Education Zone I (Secondary Education Management Board [SEMB], 2023). Using purposive sampling technique, 292 respondents formed the sample of the study, implying that all the Principals and Vice principals participated in the study. A self-developed structured questionnaire titled "Leadership Role of Principals and Teacher Productivity Questionnaire (LRPTPQ)" was the instrument for data collection. The questionnaire had sections A, B, and C. Section A was a letter of introduction. Section B contained demographic information of the respondents whereas section C contains 16-item structured questionnaire of the modified Likert scale type, and was rated as follows: SA - Strongly Agree (4), A - Agree (3), D - Disagree (2) and SD – Strongly Disagree (1). The reliability test was analysed using the Cronbach alpha statistics, which yielded a reliability coefficient of 0.83 implying that the instrument was reliable. The data collected were analyzed with descriptive statistics at 2.5 criterion mean.

Table 1: Mean responses on the role of Principals' use of democratic leadership in promoting teacher productivity for sustainable development

ITEMS	SA	A	D	SD	Mean(x)	Decision
Democratic leadership style:						
provides a level playing ground for teachers	170(680)	120(360)	2(4)	0(0)	3.6	Accepted
Creates comradeship	202(808)	87(261)	1(2)	2(2)	3.7	Accepted
Helps teachers to work with self-confidence	150(600)	142(426)	0(0)	0(0)	3.5	Accepted
Enhances teachers' freedom of expression	242(968)	50(150)	0(0)	0(0)	3.8	Accepted
Total Mean					14.6	

Weighted average = $14.6/4 = 3.7$

Research question one was answered in table 1 with a weighted average of 3.7, which was accepted, indicating that Principals use of democratic leadership promotes teacher productivity for sustainable development.

Table 2: Mean responses on the role of Principals' use of autocratic leadership in promoting teacher productivity for sustainable development

ITEMS	SA	A	D	SD	Mean(x)	Decision
Autocratic leadership style:						

Does not allow teachers' inputs in school leadership	135(540)	150(450)	6(12)	1(1)	3.4	Accepted
Considers teachers are second class human beings	190(760)	100(300)	1(2)	1(1)	3.6	Accepted
Stifles teachers' creative initiatives	125(500)	167(501)	0(0)	0(0)	3.4	Accepted
Makes teachers work under fear and coercion	262(1048)	30(90)	0(0)	0(0)	3.9	Accepted
Total Mean					14.3	

Weighted average = $14.3/4 = 3.6$

Research question two was answered in table 2 with a weighted average of 3.6, which was rated as accepted. This implies that Principals' use of autocratic does not promote teacher productivity for sustainable development.

Table 3: Mean responses on the role of Principals' use of laissez faire in promoting teacher productivity for sustainable development

ITEMS	SA	A	D	SD	Mean(x)	Decision
Leiszez-faire leadership style:						
Creates task confusion	101(404)	190(570)	1(2)	0(0)	3.3	Accepted
Promotes care free attitudes by teachers	192(768)	100(300)	0(0)	0(0)	3.7	Accepted
Causes lack of clear line of control	110(440)	182(546)	0(0)	0(0)	3.4	Accepted
Promotes poor supervision leading to poor execution of duties	202(808)	90(270)	0(0)	0(0)	3.7	Accepted
Total Mean					14.1	

Weighted average = $14.1/4 = 3.5$

Research question three was answered in table 3 with a weighted average of 3.5, which was accepted, indicating that Principals' use of laissez faire leadership does not promote teacher productivity for sustainable development.

Table 4: Mean responses on the role of in-service professional development in promoting teacher productivity for sustainable development

ITEMS	SA	A	D	SD	Mean(x)	Decision
In-service professional development:						
Sharpens teachers' skills	190(760)	102(306)	0(0)	0(0)	3.7	Accepted
Helps teachers to update their knowledge	252(1008)	40(120)	0(0)	0(0)	3.9	Accepted
Promotes acquisition of computer/ICT literacy	170(680)	122(366)	0(0)	0(0)	3.6	Accepted
Exposes teachers to modern best practices	240(960)	50(150)	0(0)	0(0)	3.8	Accepted
Total Mean					15	

Weighted average = $15/4 = 3.8$

Research question four as answered in table 4 with a weighted average of 3.8, which was accepted to show that in-service professional development promotes teacher productivity for sustainable development.

Discussion of Findings

Findings of the study showed that Principals' use of democratic leadership promotes teacher productivity. This finding supports Sakerania, Ery and Arifind (2019) who reported that Principals' democratic and supportive leadership enhances teacher productivity through lobbying for increased

pay for teachers, which increases their motivation. It equally agrees with Jay (2014) who stated that democratic leadership in decision-making improves teachers' performance via communication and delegation while Hoque and Raya (2023) found that democratic leadership style showed significant relationship with teacher performance as leaders with a democratic leadership influenced teachers more positively. Furthermore, Shamaki (2015) reported that democratic leadership style contributes more to teachers' job productivity than autocratic leadership style. Kiboss and Jemiryott (2014) found that principals' democratic leadership style has a great impact on the working atmosphere in a school and, consequently, on teachers' job effectiveness.

Findings of the study also revealed that Principals' use of autocratic leadership does not promote teacher productivity. This finding disagrees with Mwangi (2013) who found that principals' autocratic leadership style was significantly helpful in enforcing teachers to perform their duties in Ibadan North Local Government Area of Oyo State. On the contrary, this finding agrees with Shamaki (2015) who reported that democratic style contributes more to teachers' job productivity than autocratic style.

Furthermore, findings of the study showed that Principals' use of laissez-faire does not promote teacher productivity. This finding supports Mwangi (2013) who stated that there was no significant relationship between laissez-faire leadership style and teacher effectiveness. The finding also agrees with Ogunyinka and Adedoyin (2013) found in their study that laissez-faire is not significantly related to teacher effectiveness. On the contrary, the finding is not in line with Ejaigu (2013) found that administrators' laissez-faire leadership influenced business educators' job effectiveness.

Result of data analysis indicated that in-service professional development promotes teacher productivity. This finding agrees with Nwogu and Adieme (2018) who revealed that Principals' roles in encouraging productive instruction include to keep teachers abreast of current trends in education by enhancing their research skills; building networks with outstanding schools by adapting their novel concepts into their own schools; helping teachers to be proficient in the use of computers; knowledgeable of using the Internet to explore trendy pedagogical skills and apply creativity skills while discharging their instructional leadership roles.

Conclusion

The study investigated leadership role of Principal in promoting teacher productivity for sustainable development in Owerri Education Zone I, using descriptive survey design. The population for this study consisted of all the 292 School Principals and Vice Principals in the 106 public secondary schools in the area. The study sample comprised 292 based on purposive sampling. Study instrument was a 16-item "Leadership Role of Principals and Teacher Productivity Questionnaire (LRPTPQ)" The reliability, using Cronbach alpha statistics yielded a reliability coefficient of 0.83. The data collected were analyzed with descriptive statistics at 2.5 criterion mean. Findings are as follows: Principals' use of democratic leadership promotes teacher productivity, Principals' use of autocratic leadership does not promote teacher productivity, Principals' use of laissez-faire leadership does not promote teacher productivity and in-service professional development leadership promotes teacher productivity.

Recommendations

Based on the findings of the study, the following recommendations were made: Principals should ensure that they constantly employ effective school leadership practices, like democratic style of leadership, in enhancing teacher productivity for sustainable development. Therefore, Principals should not rely heavily on autocratic and laissez-faire styles since they do not significantly promote teacher productivity.

Principals should promote in-service programme as a way of promoting capacity building of teachers, teacher motivation, team building, and empowerment. This has become necessary because in-service training is found to enhance teacher productivity.

The government should provide better conditions of service, so as to enhance Principals' leadership roles. A good working condition tends to make the work of the Principal easy and effective.

The government should ensure that employment of Principals is based on qualification, experience and management capacities. This is because Principals with good leadership and management skills may provide better and result-oriented leadership.

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