

**INFLUENCE OF PRINCIPAL-TEACHERS RELATIONSHIP ON  
TEACHERS EFFECTIVENESS IN EGOR LOCAL GOVERNMENT AREA  
OF EDO STATE**

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**JANUARY, 2023.**

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**THE RESEACH PROJECT IS WRITTEN IN THE DEPARTMENT OF  
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THE REQUIREMENT FOR THE AWARD OF THE DEGREE OF  
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SCIENCE**

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## CERTIFICATION

We certify that this study was carried out Joshua Aigbona ODIANOSEN in the Department Of Educational Management, Faculty Of Education University of Benin. Benin City Nigeria. It is adequate in scope and quality for the partial requirement of award of the degree of Bachelor of Science(Ed) in political science.

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## **DEDICATION**

This study is dedicated to my parents Mr and Mrs ODIANOSEN for their support and love, most especially to my mother Mrs ODIANOSEN for her relentless support toward my academics.

## ACKNOWLEDGEMENT

For the successful completion of this research, I wish to express my profound gratitude to my project supervisor, the person of Dr. (Mrs.) N.C. Marchie for her patience, intellectual contributions and guardians which made this research a success. Also to my HOD, Dr.(Mrs.) U. Momoh, for her leadership style which has lead the Department Of Educational Management to El dorado and my project coordinator Rev. Sr. (Dr.) P. Ekejuibaand the Dean of Faculty of Education Prof. O.K. Omoroguiwa and also to Dr. M. Osasuyi for your fatherly advice and care and also to an academic front liner in the Department of Educational Management Dr.P.Ighenegbai for your intellectual support throughout this research and all the lecturers who have impacted me intellectually.

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## TABLE OF CONTENT

<b>TITLE</b>	<b>Page</b>
CERTIFICATION.....	i
DEDICATION.....	ii
ACKNOWLEDGEMENT.....	iii
ABSTRACT.....	iv
<b>CHAPTER ONE : INTRODUCTION</b>	
Background of Study.....	1
Statement of Problem.....	5
Research Question.....	6
Purpose of Study.....	7
Significant of The Study .....	7
Scope And Delimitation of The Study.....	9
Definition of Terms.....	9
<b>CHAPTER TWO: REVIEW OF RELATED LITRATURE</b>	
Theoretical Framework.....	10
Concept of Principal-Teachers Relationship.....	14
Concept of Teachers' Effectiveness .....	16
Indices of Teachers' Effectiveness.....	20

Influence of Principal-Teachers Relationship on Teachers’ Effectiveness. ....	26
Summary of Literature Reviewed.....	29

**CHAPTER 3: RESEARCH METHODOLOGY**

Research Design.....	31
Population of Study.....	31
Sample and Sampling Procedure.....	32
Research Instrument .....	32
Validity of Instrument.....	32
Reliability of Instrument.....	33
Method of Data Collection.....	33
Method of Data Analysis.....	33

**CHAPTER FOUR: PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS**

Presentation Of Results.....	34
Discussion Of Findings.....	37

**CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATION**

Summary.....	40
Conclusion.....	41
Recommendation.....	42

REFERENCES.....	.44
APPENDIX.....	46

## **Abstract**

*This research study examined the influence of principal-teachers' relationship on teachers' effectiveness in Public Secondary Schools in Egor Local Government Area of Edo State. Three (3) research questions were raised and answered.*

*The research design employed is the survey descriptive design. The population of the study comprises of fourteen(14) principals and 282 teachers from the fourteen(14) public secondary schools In Egor Local Government Area of Edo state. The sample consist seven(7) principal and two eighty four (84) teachers which constitute 50% randomly selected from the population. A structured questionnaire was used in collecting data. The instrument was validated and the reliability of the instrument was determined using the Test Re-Test statistical tool. The reliability coefficient obtained was 3.02.*

*The data collected were analysed using a descriptive statistics such as mean ( $\bar{x}$ ). the findings revealed that there is high relationship between principal-teachers relationship and teachers effectiveness in Ego Local Government Area Of Edo State. Based on the findings it was recommended that school principals should adopt a combination of democratic and participative leadership style in administering the schools.*

## **CHAPTER ONE**

### **INTRODUCTION**

#### **Background to the Study**

The principal as a major key player in secondary school education occupies an important position and plays crucial roles in the school system. Among these roles are: enhancing job performance among teachers and coordinating all the elements in the school to achieve the goals of education. One of the major role of the principal borders on his ability to get things done with the assistance and co-operation of other people within the school system.

The role of the Principal is to provide leadership, direction and co-ordination within the school. The Principal's main focus centers on development and maintenance of effective educational program within his/her school and to promote the improvement of teaching and learning with his/her school. The Principal strive to create an organization or climate which foster student and teachers growth (Aghenta,2011).

Principal-teacher relationship refers to the cordial and collaborative relationship between principal and teachers within the school system. As the leader of a multitude of professionals, certified teachers, and the manager of a cadre of classified personnel, the principal should establish important relationships with his staffs. As schools work to meet standards to implement reform initiatives, principals and teachers seem to face mounting expectations. In order to achieve the aims and objectives of learning within the school environment, there seems to be need for smooth working relationship between the principal and teachers.

The effect of principal-teachers relationship on teachers' effectiveness cannot be overemphasized. This is because teachers who see principals as facilitators, supporters, and reinforces for the jointly determined school mission rather than as guides, directors, and leaders of their own personal agenda are far more likely to feel personally accountable for student's learning (Curtis,2018). Principal may therefore encourage effective performance of their teachers by identifying their needs and trying to satisfying or meeting their needs. In many

respects, the teacher and the principal seems to work as a team on major disciplinary problems.

It is important for principals and various staff groups, that is, teachers to work together for mutual support. In addition, the manner in which staff members worked together as a group significantly influences student outcomes in schools. Principal-teachers relationship in healthy social environments substantiates the need for relationship development in their school environment. Relationships have many components, both individual and group in nature, which help to sustain them and add value.

One of the most important of all the relational components is that of trust. It is essential that school leaders develop the trust factor necessary for teachers to follow and support their efforts. The building and sustaining of one-to-one relationships with teachers via communicative and supportive behaviours is the overarching trust-promoting behavior of the principal.

Principal-teacher relationship greatly impact on students within the school system. The school as a formal organization is the center for all teaching-learning

processes. The principals and teachers as human resources seems to be sine qua non in the achievement of improved academic performance of students in the school. Principal-teacher relationship may determine to a great extent, the level of students' academic attainment in the school.

The school principal is the manager or administrator who controls school resources for the purpose of actualizing school goals, which include among others, independence, cooperative spirit, good learning habit and general discipline, respect, conforming to societal norms and value(Okon,2016). The success or failure by students in secondary school administration depends largely on the influence of principal-teacher relationship. Principals through their teachers tend to play a vital role in creating a positive classroom environment and enhancing the academic performances of students. In order to enhance the learning of students, improve the quality of education and produce vibrant minds of high-level proficiency, what we need today appears to be dedicated and motivated teachers who can change the course of traditional classroom setup and promote conducive environments of learning.

This is where the human relation skills of the School Principals come to play. They have to create a system whereby teachers are motivated to deliver excellent teaching.

### **Statement of the Problem**

In Nigeria, public discussion, most often than not, borders on falling standard of education and poor academic performance of students, in most especially the West African Senior School Certificate Examination on a yearly basis. The educational stakeholders are worried whether the low performance of students are as a result of the principals relationship with their teachers. There have been speculations that most principals subvert discipline by being strict to some teachers and merciful to the others which has become cankerworm to the system of administrations. Some also play patronage politics in the delegation of duties which should have been done on the grand of merit. Teachers also alleged that they are not given opportunity by the principal for teachers development in terms of attending seminal, workshops and training that could equip the teachers for efficiency and effectiveness. This calls for a great concern among all

stakeholders to ascertain the causal factors for this negative occurrence. It is against this backdrop therefore that the study seeks to examine the influence of principal-teachers relationship on teachers' effectiveness in public secondary schools in Egor Local Government Area of Edo State.

### **Research Questions**

Three research questions were raised to guide the study:

1. What is the extent of Principal-Teachers relationship in public secondary schools in Egor Local Government Area of Edo State?
2. What is the level of teachers effectiveness in public secondary schools in Egor Local Government Area of Edo State?
3. Is there any difference between Principal-Teachers relationship and teachers' effectiveness in public secondary schools in Egor Local Government Area of Edo State?

## **Purpose of the Study**

The broad purpose of this study is to examine the influence of Principal-Teachers relationship on teachers' effectiveness in public secondary schools in Egor Local Government Area of Edo State. The specific objectives of this study are:

1. To determine the extent of Principal-Teachers relationship in public secondary schools in Egor Local Government Area of Edo State.
2. Is to examine Principal-Teachers relationship in public secondary schools in Egor Local Government Area of Edo Stat
3. To find out the effects of Principal-Teachers relationship on teachers' effectiveness in public secondary schools in Egor Local Government Area of Edo State

## **Significance of the Study**

The findings of this study we be beneficial to the ministry, principals, teachers, students and researchers in other to fully enhance principal-teachers' relationship.

The study will be of immense benefits to the following groups;

- The result of this study will provide the ministries of education and the education boards with the factors that relate to principal-teachers relationship and teachers' effectiveness in the management of secondary schools. This will guide them in selecting from the pool of teachers rather than consider variables which are insignificant to management effectiveness and result-oriented performance
- The findings of this study will help school principals as administrators to identify their inadequacies and make effort to improve upon their relationship with teachers. It will help principals to identify the relationship between principals' leadership styles and the level of teachers' job performance in secondary schools.
- The findings of this study will serve as a source of data to students and researchers in educational administration and related field of study as a reference material on the subject which will also stimulate further research.

## **Scope and Delimitation of study**

1. The study focuses on the influence of Principal-Teachers relationship on teachers' effectiveness in public secondary schools in Egor Local Government Area of Edo State.
2. The study is delimited to all the public secondary schools in Egor Local Government Area of Edo State.

## **Definition of Terms**

The following terms are operationally defined in the study.

**Principal-teachers relationship:** A collaborative relationship between principals and teachers to ensure the attainment of educational goals and objectives.

**Teachers' effectiveness:** Ability of teachers to achieve the stated educational objectives. This can be described as the degree of teachers' job identification and participation in the school system.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter contained the review of related literature on the influence of principal-teachers relationship on teachers' effectiveness in public secondary schools. The review was done under the following sub-headings:

- Theoretical Framework
- Concept of Principal-Teachers Relationship
- Concept of Teachers' Effectiveness
- Indices of Teachers' Effectiveness
- Influence of Principal-Teachers Relationship on Teachers' Effectiveness
- Summary of Literature Reviewed

#### **Theoretical Framework**

The theoretical framework of this study was built on the Path - Goal Theory of leader effectiveness propounded by Martin G. Evans in 1970. The theory states that a leader's behaviour is contingent to the satisfaction,

motivation and performance of his or her subordinates. The revised version also argues that the leader engages in behaviours that complement subordinate's abilities and compensate for deficiencies, the manager's job is viewed as guiding workers to choose the best paths to reach their goals, as well as the organizational goals. The theory argues that leaders will have to engage in different types of leadership behaviour depending on the nature and the demands of a particular situation. It is the leader's job to assist followers in attaining goals and to provide the direction and support needed to ensure that their goals are compatible with the organizations goals.

A leader's behaviour is acceptable to subordinates when viewed as a source of satisfaction and motivation. The leader facilitates, coaches, and rewards effective performance. The original path-goal theory identifies achievement-oriented, directive, participative, and supportive leader behaviours: The directive path-goal clarifying leader behaviour refers to situations where the leader lets followers know what is expected of them and tells them how to perform their tasks. The theory argues that this behavior has the most positive effect when the subordinates role and task demands are ambiguous and intrinsically satisfying; The achievement-oriented leader

behavior refers to situations where the leader sets challenging goals for followers, expects them to perform at their highest level, and shows confidence in their ability to meet this expectation. Occupations in which the achievement motives were most predominant were technical jobs, sales persons, scientists, engineers, and entrepreneurs; the participative leader behaviour involves leaders consulting with followers and asking for their suggestions before making a decision. This behaviour is predominant when subordinates are highly personally involved in their work and the supportive leader behaviour is directed towards the satisfaction of subordinates needs and preferences. The leader shows concern for the followers' psychological well-being. This behavior is especially needed in situations in which tasks or relationships are psychologically or physically distressing.

Path - goal theory assumes that leaders are flexible and that they can change their style, as situations require. The theory proposes two contingency variables, such as environment and follower characteristics, that moderate the leader behaviour-outcome relationship. Environment is outside the control of the follower-task structure, authority system, and work group. Environmental factors determine the type of leader behaviour required if the

follower outcomes are to be maximized. Follower characteristics are the locus of control, experience, and perceived ability. Personal characteristics of subordinates determine how the environment and leader are interpreted. Effective leaders clarify the path to help their followers achieve goals and make the journey easier by reducing roadblocks and pitfalls. Research demonstrates that employee performance and satisfaction are positively influenced when the leader compensates for the shortcomings in either the employee or the work setting. According to Northouse, the theory is useful because it reminds leaders that their central purpose as a leader is to help subordinates define and reach their goals in an efficient manner. In contrast to the Fiedler contingency model, the path - goal model states that the four leadership styles are flexible, and that leaders can adopt any of the four depending on what the situation demands.

Path goal theory is relevant to this work in the sense that it is designed to explain how leaders can help subordinates along the path to their goal by selecting specific behaviour that are best suited to subordinates needs and to the situation in which subordinate are, by choosing the appropriate style,

leaders increase subordinates expectations for success and satisfaction.

### **Concept of Principal-Teachers Relationship**

Principal-teacher relationship refers to the cordial and collaborative relationship between principal and teachers within the school system (Sanusi,2017). As the leader of a multitude of professionals, certified teachers, and the manager of a cadre of classified personnel, the principal should establish important relationships with his or her staff. As schools work to meet standards to implement reform initiatives, principals and teachers face mounting expectations. In order to achieve the aims and objectives of learning within the school environment, there is a need for smooth working relationship between the principal and teachers (Afolabi, 2015).

Principal-teacher relationships vary greatly among schools and even among teachers at the same school. Furthermore, those relationships affected student achievement (Walsh, 2015). This phenomenon occurs because teachers who see principals as facilitators, supporters, and reinforcers for the jointly determined school mission rather than as guiders, directors, and

leaders of their own personal agenda are far more likely to feel personally accountable for student learning. Both principals and teachers alike have to contend with matters such as student discipline. The principal is endlessly involved in dealing with discipline problems, but his role is somewhat different from that of the teacher.

Daily interpersonal interactions of a principal are necessary to garner trust and support from teachers. In schools, this means that, instead of worrying constantly about setting the direction and then engaging teachers and others in a successful march (often known as planning, organizing, leading, motivating, and controlling), the principal can focus more on removing obstacles, providing material and emotional support, taking care of the management details that make any journey easier, sharing in the comradeship of the march and in the celebration when the journey is completed, and identifying a new, worthwhile destination for the next march (Onoja, 2018).determine principals' leadership styles effectiveness in schools. This theory is also relevant to the work because the framework provided in path-goal theory informs leaders about how to choose an appropriate leadership style based on the various task the subordinates are

being asked to do. Secondly, path goal theory attempts to integrate the motivational principles of expectancy theory into a theory of leadership. It reminds leaders that the overarching purpose of leadership is to guide and coach subordinates as they move along the path to achieve a goal. Path goal theory provides a useful theoretical framework for understanding how various leadership behaviour, affect the satisfaction of subordinates and their work performance.

### **Concept of Teachers' Effectiveness**

The term “teachers’ effectiveness” and the instruments for its measurement have generated a lot of controversy among scholars in contemporary times. Hence, there has been no consensus definition of teachers’ effectiveness because there is little or no agreement on what good teaching should be. It has been defined variously by researchers. Teachers’ effectiveness is synonymous with teaching effectiveness and has been defined in three basic ways (Evans 2016). These include definitions in terms of (1) Teachers personality (2) Teacher – Student interactions and (3) Teachers impact on student’s behavior. The passage, process and product

aspects of teaching bear direct relationship to teachers' personalities and Teacher-student interactions. Similarly, the product aspect bears direct relationship to teacher impact on student's behavior.

Olaiya (2017) sees teachers' effectiveness as the type of teaching characterized by exhibition of intellectual, social and emotional stability, love for children and positive disposition towards the teaching profession and the ability to inspire good qualities in students. It was also defined by Evans (2016) as a manifestation of knowledge of content skills in lesson presentation and creating desirable atmosphere for learning. It has been suggested that teachers' good teaching personalities should be able to translate to impartation of quality knowledge to students. However, critics of this line of definition based on teachers' personal qualities have argued that teacher's personalities may not be sufficient to predict actual increase in student's knowledge.

Akpobi (2016) opined that teachers' effectiveness referred to those classroom transactions that occur between teachers and students resulting to increase in students' knowledge. This form of transaction entails

communication skills, use of praises, rewards, motivation, e.t.c during teaching process. Akpan (2013) representing a pragmatic point of view, defined teachers' effectiveness as the achievement of all or most of the learning objectives and reduction of difference in cognitive levels among the students. Nakpodia (2017) sees teachers' effectiveness as the degree to which specific instructional objectives are achieved by students under the guidance of a given teacher or teachers. His definition is based on the understanding that the desired products of teachers' effectiveness include measured achievement gains, growth in intellectual skills, aptitude and improvement in attitude towards learning.

Effective teaching involves a high interpersonal relationship between the teacher and the learner. It must deal with the learner's emotional and psychological development because the child tends to react emotionally to teacher and teaching (Opeola 2017). This affirmation suggests that effective teaching involves not only impacting the desired knowledge to the learner, it also requires effective management and control of the emotions arising from the learners experience on one hand and that of teacher on the other hand. Thus, teaching involves the management of both the brilliant and less

brilliant students in the same classroom environment. In a class where there is more than the expected number of learners per class, the teacher finds it rather difficult in managing situations that may arise in the course of teaching.

Adeoti (2019) notes that teachers have important role to play if effective teaching is to be felt by not only the learner but the public who stands to benefit from the outcome of the learning process. By this, effective teaching implies the desired knowledge on the learners whose character needs to change positively by the teaching process. Discussing the relevance of teaching as an indispensable factor in education, Okeke (2011) affirms that of all the different factors that influence the quality of education and its contribution to National development, the quality, competence and character of a teacher and teaching technique are paramount. This suggests that without effective teaching and learning, education as an institution in the society would not exist.

In a research on teachers' effectiveness carried out by Ayeni (2018), indicates that the quality of teachers is often reflected by the achievement of

the learner. According to him, teaching is a process that involves bringing a desirable change in learners so as to achieve specific outcomes in order for the method used for teaching to be effective. However, effective teaching requires the teacher to step out of the realm of personal experience and step into the world of learners (Brown, 2017).

### **Indices of Teachers' Effectiveness**

Some of the indices of teachers' effectiveness involve lesson writing, classroom management and mastery of the subject

*Lesson Writing:* It is compulsory for teachers in public secondary schools to plan their classes ahead usually through writing of lesson note. The teacher can be require to present their teaching plan per week or per term. This is one of the reasons according to Imoke (2016) why teachers should know how to properly put their teaching notes and plans together. The lesson note which is a tool for documenting the flow of topics is an essential characteristics of teachers job performance as it helps teachers in keeping track of how a topic is to be delivered, its objectives and how the teacher is to assess students understanding of what they have been taught (Afolabi,

(2017). The lesson note writing therefore remains a crucial aspect of the characteristics of teachers' job performance as it becomes a written plan of what a teacher will do in order to achieve set goals for the school days, week or year.

***Classroom management:*** Classroom management is a term used to describe those activities which are mainly and directly concerned with the smooth running of classroom lessons despite disruptive behaviour by students. It could be regarded as those educational activities which are directly designed to prevent disruptive behaviour in the classroom. It is possibly the most difficult aspect of teaching for many teachers. It is also the process of organizing the activities of the classroom to ensure effective instruction. According to Oboegbulem (2015), classroom management is the arrangement of students and grouping of activities into units to make for effective teaching and learning. It comprises classroom life, utilization of resources in terms of materials in executing tasks such as planning curriculum, organizing procedures and resources, arranging the environment, monitoring student's progress, predicting potential problems and finding solution to them.

In the classroom, the teacher sets out plans and activities to ensure effective and efficient instruction. The management skills the teacher uses to achieve effective teaching and learning process will determine the extent the students achieve success in their learning (Oboegbulem, 2011). The teacher's management tasks include control of the educational, social and physical environment components. Teachers organize and administer their works in the classroom. Teachers organize richly equip their classrooms, decorate them attractively and adequately, furnish them with seats and instructional materials that will lead to meaningful teaching and learning. This process of organizing the classroom and arranging the materials in the classroom properly is referred to as classroom management. In classroom management, teachers serve as managers. They manage their various classes and perform managerial tasks such as organization of human and materials resources to accomplish desired objectives of the school system. In the contention of Adeboyeje and Afolabi (2012), classroom management involves the judicious organization of both academic and non-academic functions which are essential for effective teaching. Such activities according to them include; keeping of records of class progress, checking

class attendance, controlling students conduct and activities, manipulating instructional programmes and materials.

The ability of teachers to exercise a reasonable level of control over student's behaviour and conduct in the classroom is critical to achieving positive educational outcome. The teacher in the classroom works with students and through them to achieve the set objectives of the class. Wigwe (2013) contends that classroom management recognizes the fact that instructional competence counts very little, if students are not ready to learn or if the class is not disciplined. This explains why classroom management is a critical part of the total behaviour of teachers. Classroom management is the set of techniques and procedures for ensuring that classrooms run smoothly and effectively. Effective classroom management promotes student's learning and minimizes or even eliminates disruptive behaviour and addresses how to handle disruptive behaviour when it does occur (Mendler, 2010). Classroom management include guidance for making a classroom a more effective learning environment, just as it focuses too on avoiding classroom disruptions due to students' behaviour. Thus, the ability of teachers to prevent or address disruptions due to students' behaviour

becomes especially more important in achieving positive educational outcomes.

*The mastery of subject matter:* The mastery of subject matter is the foundation upon which the education of a teacher is based. The teacher requires among other things the skill of mastering the subject matter and being able to establish the interrelationships between different subjects. These are essential for the professional preparation of a teacher and anchor firmly on a foundation of general education of a teacher which contributes to the growth of a teacher as a person. The teacher specializes on the subjects to be taught which generally equips the teacher with scholarly knowledge of those subjects and integrates with professional education leading to new understandings and skills for professional performance (Shantz & Latham, 2016). The mastery of subject content by a teacher greatly determines the quality of teaching and subsequent learning. The teacher with good knowledge of the subject matter is able to plan and teach the lesson by way of highlighting the main points of the lesson to the learner while clarifying the knowledge misconceptions. This is believed to influence learning and contributes to the quality of teaching and learning. The teacher is required to

arrange and manipulate the learning environment which requires a number of tactics intended for learning to take place. This calls for teachers' competence in subject content mastery and content delivery.

Hammond (2016) postulates that among other things, teacher's knowledge of teaching and of subject matter and qualifications attained in teacher training largely determine the effectiveness of a teacher. On a similar note, Peter (2010) and Ball (2011), argue that training teachers on what to teach enables them to prepare for teaching since subject matter is more than just the delivery of facts and information, and the teachers general aim of teaching is assist students to develop knowledge, skills, attitudes and values. It is through the teachers' mastery of subject matter that they are able to help their learners to learn and understand the same subject matter. Teachers' conception of narrow knowledge and possession of inaccurate information on the subject matter may result in passing wrong ideas to the learner or may fail to guide the learners in the right direction.

Mastery of subject matter enables the teacher to teach and explain the subject matter content well and make their learners conceive clearly. There

are times when learners encounter intellectual concepts too difficult for learners to comprehend which would only take the intervention of a teacher to simplify or give alternatives responses. This ability is influenced by the teachers' knowledge and understanding of the subject matter (Wilson & Wineburg, 2012), which gives them ability to appropriately respond to questions from the learners. Majority of student teachers lack the mastery of subject content which influences their knowledge on what to teach and how effectively to teach it in order effect quality teaching to the learners. Difficulties in mastering subject matter by the student teachers affect the quality of learning as the student teachers go to class less prepared which affect their competency and inadequate knowledge gains by the learners.

### **Influence of Principal-Teachers Relationship on Teachers' Effectiveness**

The effect of principal-teachers relationship on teachers' effectiveness cannot be overemphasized. This is because teachers who see principals as facilitators, supporters, and reinforcers for the jointly determined school mission rather than as guides, directors, and leaders of their own personal agenda are far more likely to feel personally accountable for student learning

(Curtis, 2018). Principals' can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfying or meeting them. In many respects, the teacher and the principal work as a team on major discipline problems. It is important for principals and various staff groups, that is, teachers to work together for mutual support. In addition, the manner in which staff members worked together as a group significantly influences student outcomes in schools. Principal-teachers relationship in healthy social environments substantiates the need for relationship development in their school environment. Relationships have many components, both individual and group in nature, which help to sustain them and add value. One of the most important of all the relational components is that of trust. It is essential that school leaders develop the trust factor necessary for teachers to follow and support their efforts. The building and sustaining of one-to-one relationships with teachers via communicative and supportive behaviours is the overarching trust-promoting behaviour of the principal (Gimbel, 2013).

Studies have shown there is correlation principal-teachers 'relationship and teachers' effectiveness in public secondary

schools. Moris & Sherman (2011) indicated that principals leadership styles is able to predict teachers job performance and turn over, that is, when a teacher is committed mentally, emotionally and physically to his job, he or her performance on the job is sure. The school principal who is in a unique position as the manager or administrator controls school resources for the purpose of achievements of educational goal and can accelerate the process of schools development or can demolish the progress of education (Adeyemi, 2014). So, a leadership style occupies an important position in teachers' job performance in school.

It is noted that teachers behave differently under different situation thus, principals can encourage effective performance of their teachers by identifying ntheir needs and trying to satisfy them. Adepoju (2010) asserted that variable of teachers' performance such as effective teaching, lesson note preparation, effective use of scheme work and allotted timetable, effective supervision, monitory of students work and disciplinary ability are virtues which teachers should uphold effectively in the school system. In this regard, the teachers' job performance could be measure through annual report of his or her acheivement in terms of performance in teaching, lesson preparation,

lesson presentation, mastery of subject matters, competence, teachers commitment to job and extra-curricula activities. According to Adeyemi (2014), the leadership styles of the school principal in relation to teachers job performance can be judged on the following parameters based on leadership supervision, friendliness, decisiveness. Without a proper leadership style, effective performance cannot be realized in the school. Leadership behaviors are domains of factors that affect teachers' performance.

### **Summary of Literature Reviewed**

The reviewed of related literature critically examined the concept of teachers' effectiveness. Teachers' effectiveness could be seen from the reviewed of related literature as the type of teaching characterized by exhibition of intellectual, social and emotional stability, love for children and positive disposition towards the teaching profession and the ability to inspire good qualities in students. This was followed by examination of the indices of teachers' effectiveness. Some of the indices of teachers'

effectiveness as highlighted in the reviewed of literature involve lesson writing, classroom management and mastery of the subject.

The literature reviewed also examined the concept of principal-teachers' relationship. Principal-teacher relationship could be seen from the reviewed of literature as the cordial and collaborative relationship between principal and teachers within the school system.

The reviewed of related literature was concluded with the examination on the influence of principal-teachers relationship on teachers' effectiveness. It could be seen from the literature reviewed that there is correlation principal-teachers' relationship and teachers' effectiveness in public secondary schools.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter is an outlined explanation on information about the research methodology adopted for the study. They are discussed under the following sub-headings:

#### **Research Design**

The study is design employed is a descriptive survey research design, which is employed to examine the influence of principal-teachers relationship on teachers' effectiveness in public secondary schools in Egor Local Government Area of Edo State. The research is considered suitable because it allows the researcher to free investigate the subject of the study across the population. This will enhance the study as information are accessed across the population.

#### **Population of Study**

The population of the study is made up of all the secondary school principals in public secondary schools in Egor Local Government Area of Edo State. Available

data show that there are 14 principals and 282 teachers in the 14 public secondary schools in Egor Local Government Area of Edo State.

### **Sample and Sampling Techniques**

The sample technique use we be simple random sampling techniques in other effect the sample size without bias. The sample size will be made up of seven (7) principals and eighty four (84) teachers obtained from 7 public secondary school selected using the simple random sampling techniques.

### **Research Instrument**

The instrument used for the data collection is Likert questionnaire, which was titled “Principal-Teachers Relationship Questionnaire (PTRQ)”. The questionnaire is divided into two sections, A and B. Section A focuses on the demographic or personal data of the respondent while section B contains information which borders on the problem of this research.

### **Validity of Instrument**

The constructed questionnaire for the study was validated by the researcher by presenting it to an expert in the Department Of Educational Management

University Of Benin. presented to the project supervisor to confirm for content validity. Necessary corrections were made and after which it was re-written before it was administered to respondent

### **Reliability of Instrument**

The test re-test method was used to determine the reliability of the instrument. The reliability coefficient obtained was 3.02.this means that the research instrument was reliable

### **Method of Data Collection**

The questionnaire will be administered by the researcher to the respondents. The researcher will offered information to the respondents on how they should fill their questionnaires and also waited to collect back the filled questionnaires from the respondents after they have answered the questions.

### **Method of Data analysis**

In analyzing the data, the researcher we make use of Mean in computing the findings from the research.

## CHAPTER FOUR

### PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

In this chapter, the results from data collected as well as the discussion of findings are presented

#### RESULTS

RQ 1: What is the extent of Principal- Teachers Relationship of in Public Secondary Schools in Egor Local Government Area of Edo State?

Table 1: **Descriptive Statistics of Principal- Teachers Relationship in Public Secondary Schools Egor Local Government Area.**

S/N	ITEMS	N	SUM	MEAN	REMARK
1	My school principal has cordial relationship with teachers	84	269	3.52	High
2	My school principal allows teachers to be part of the decision making process	84	292	3.47	High
3	My school principal gives teachers room to express themselves whenever they are	84	282	3.35	High

	dissatisfied				
4	My school principal engage in proper supervision of teachers	84	290	3.45	High
5	My school principal always strive to solve issues amicably whenever problem arises	84	282	3.35	High
	<b>GRAND MEAN</b>			<b>3.4</b>	<b>High</b>

Table 1 above shows the respondent mean value is at 3.4 level of analysis a which indication that the relationship between principals and teachers in egor local government area are high.

**RQ 2:** What is the level of Teachers Effectiveness of in Public Secondary Schools in Egor Local Government Area of Edo State?

**Table 2: Descriptive Statistics of Teachers Effectiveness in Public Secondary Schools Egor Local Government Area.**

S/N	ITEMS	N	SUM	MEAN	REMARK
1.	Teachers in the school have comprehensive lesson note	7	24	3.43	HIGH
2.	Teachers in the school regularly take students out for	7	21	3	HIGH

	practical				
3.	Teachers in the school have good classroom management skill	7	22	3.14	HIGH
4	Teachers in the school have deep knowledge of the subject matter they are assign to teach	7	24	3.43	HIGH
5	Teacher in the school always Make use of the appropriate teaching method in their lesson delivery	7	21	3	HIGH
	<b>GRAND MEAN</b>			<b>3.2</b>	<b>High</b>

Table 2 above shows the respondent mean value at 3.2 level of analysis.

Since the mean value is greater than the scale mean, it implies that the level of teachers' effectiveness in public secondary schools in Egor Local Government Area is high.

**Table 3: The Analysis of Teachers Relationship and Teachers Effectiveness of in Public Secondary Schools**

Variables MEAN	N	S	Mean	GRAND
Principal- Teachers Relationship	7	112	3.2	38.12
Teachers Effectiveness	84	1415	3.4	

From the Table 3 above, the correlation coefficient of principal- teachers’ relationship and teachers’ effectiveness is 38.12 and as such the null hypothesis is which states that “There is no significant relationship between principal- teachers relationship and teachers effectiveness of in public secondary schools in Egor Local Government Area of Edo State” is rejected. This implies that there is a significant relationship between the principal- teachers relationship and teachers effectiveness of in publics secondary schools in Egor Local Government Area of Edo State.

### **Discussion of Findings**

The result of the analysis revealed that there is a significant relationship between principal-teachers relationship and teachers effectiveness in Public

Secondary Schools In Egor Local Government Area Of Edo State. This implies that the relationship between principals and teachers have a way of influencing teacher effectiveness in secondary schools in Egor Local Government Area Of Edo State.

This findings is in agreement with the results of Martin G. Evans (1970) who propounded in his theory '*Goal Theory Of Leader Effectiveness*' and however, stated 'that a leader's behaviour is contingent to the satisfaction, motivation and performance of his or her subordinates'. The revised version also argues that the leader engages in behaviours that complement subordinate's abilities and compensate for deficiencies, the manager's job is viewed as guiding workers to choose the best paths to reach their goals, as well as the organizational goals. The theory argues that leaders will have to engage in different types of leadership behaviour depending on the nature and the demands of a particular situation. It is the leader's job to assist followers in attaining goals and to provide the direction and support needed to ensure that their goals are compatible with the organizations goals.

The finding is also in line with Nakpodia (2017) and Opeola (2017) that carried out a study on teachers effectiveness in schools and found out that teachers are highly motivated by environment, love and support from superiors. Furthermore Adeoti (2019) notes that teachers have important role to play if effective teaching is to be felt by not only the learner but the public who stands to benefit from the outcome of the learning process. By this, effective teaching implies the desired knowledge on the learners whose character needs to change positively by the teaching process. Discussing the relevance of teaching as an indispensable factor in education, Okeke (2011) affirms that of all the different factors that influence the quality of education and its contribution to National development, the quality, competence and character of a teacher and teaching technique are paramount. This suggests that without effective teaching and learning, education as an institution in the society would not exist.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

This section of the research deals with the summary of the study, the conclusion drawn, result obtained and recommendations offered.

#### **Summary**

This study is carried out to ascertain the extent to which principal- teachers relationship influence teacher effectiveness in Secondary Schools In Ego Local Government Area Of Edo State. From data collected and analyze, it was seen that the relationship between the principal and the teachers have a way of influencing teachers effectiveness in Secondary Schools In Egor Local Government Area Of Edo State.

In other to achieve the purpose of the study questionnaire were administered in which three (3) reseach questions were raised and answered. The questions are as follows:

1. What is the extent of Principal-Teachers relationship in public secondary schools in Egor Local Government Area of Edo State?

2. What is the level of teachers effectiveness in public secondary schools in Egor Local Government Area of Edo State?
3. Is there any significant difference between Principal-Teachers relationship and teachers' effectiveness in public secondary schools in Egor Local Government Area of Edo State?

## **CONCLUSIONS**

From the result of the findings, it can be concluded that the kind and level of relationships that teachers have with their principals do affect their teaching effectiveness and teachers' morale. Teachers' job performance is more enhanced if the school principals adopt a wide relationship within the school environment rather than narrow relationship which breeds inefficiency, mistakes and lack of trust and expertise. High teachers' morale that leads to greater productivity, enhanced students' academic achievement and derivative functional education is associated with wide positive relationship and vice versa.

## RECOMMENDATIONS

In line with the conclusion drawn from this study, the following recommendations are made:

1. School principals should adopt a combination of democratic and participative leadership style in administering the schools.
2. Principals should note the importance of helping teachers when they are approached in time of need and distress. The tone or climate of the school must be friendly, cordial and cooperative.
3. Team spirit and the principle of e spirit de corps should be adopted between and among teachers at top, middle and lower level cadres.
4. School management in particular, and the state government should create an enabling environment for the cultivation of wide-positive and superior-subordinate working relationship.
5. The Ministry of Education should as a way of exhibiting leadership by example bring issues of public interest to an assemblage of teachers for shared decision

making so as to create a sense of belonging for high morale and enhanced productivity.

6. Wide positive relationship should not be limited between teachers and principals alone but should be extended to the students and all actors or agents in the educational paraphernalia as posited by Sofoluwe (2000) cited in Akinloye (2013), that the general education of the learner within the school system could be attributed to the learner, the teacher and the school administrator.

7. Trust is an essential ingredient of participative management and shared decision making necessary to create a disciplined-friendly relationship in an organization.

Hence efforts must be made by all actors of a school setting to building it.

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## APPENDICES

### PRINCIPAL-TEACHERS RELATIONSHIP QUESTIONNAIRE(PTRQ)

THE PURPOSE OF THIS QUESTIONNAIRE IS TO INVESTIGATE THE INFLUENCE OF PRINCIPAL/TEACHERS RELATIONSHIP ON TEACHERS' EFFECTIVENESS IN PUBLIC SECONDARY SCHOOLS IN EGOR LOCAL GOVERNMENT AREA OF EDO STATE

#### Section A: Demographic Data

Age of teachers : 35-40 ( ) 41-45 ( ) 46-50 ( ) 50 years and above ( )

Sex of teachers : Male ( ) Female ( )

#### Section B: Data on Questionnaire

Indicate the extent to which you agree or disagree with the following statements.

**Key:** Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
		4	3	2	1
	<b>Extent Of Principal-Teachers Relationship In Public Secondary Schools</b>				
1.	My school principal has cordial relationship with teachers				
2.	My school principal allows teachers to be part of the				

	decision making process				
3.	My school principal gives teachers room to express themselves whenever they are dissatisfied				
4.	My school principal engage in proper supervision of teachers				
5.	My school principal always strive to solve issues amicably whenever problem arises				

## TEACHERS EFFECTIVENESS QUESTIONNAIRE(TEQ)

THE PURPOSE OF THIS QUESTIONNAIRE IS INVESTIGATE THE INFLUENCE OF  
PRINCIPAL/TEACHERS RELATIONSHIP ON TEACHERS' EFFECTIVENESS IN  
PUBLIC SECONDARY SCHOOLS IN EGOR LOCAL GOVERNMENT AREA OF EDO  
STATE

### Section A: Demographic Data

Age of Principals : 35-40 ( ) 41-45 ( ) 46-50 ( ) 50 years and above ( )

Sex of Principals : Male ( ) Female ( )

### Section B: Data on Questionnaire

Indicate the extent to which you agree or disagree with the following statements.

**Key:** Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

S/N	ITEMS	SA	A	D	SD
		4	3	2	1
	<b>Level Of Teacher's Effectiveness In Public Secondary Schools</b>				
1.	Teachers in the school have comprehensive lesson note				
2.	Teachers in the school regularly take students out for practical				

3.	Teachers in the school have good classroom management skill				
4.	Teachers in the school have deep knowledge of the subject matter they are assign to teach				
5.	Teacher in the school always Make use of the appropriate teaching method in their lesson delivery				