



Teamwork for Principals' Leadership Performance in Public Senior Secondary Schools in Rivers State

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ABSTRACT

This study investigated teamwork for principals' leadership performance in public senior secondary schools in Rivers State. Two research questions and Two hypotheses were used. The descriptive survey was used for this study. The population consisted of all the 290 public secondary schools in Rivers State. The total number of participants included all the 290 principals in these public senior secondary schools in Rivers State. 290 principals were used as the sample size of this study which represented 100% of the population. Census sampling technique was used for the study. A 12-item questionnaire titled: Teamwork for Principals' Leadership Performance Scale (TPLPS). Cronbach Alpha statistics was used to determine the general reliability coefficient of 0.80. However, due to the accessibility and availability on several visits to the respondents for collection, only 272 (94% rate) retrieval proportion were used for the analysis. Mean scores and standard deviation were used to answer the research questions while the z-test statistics was used to test the hypotheses at 0.05 level of significance. The result amongst others revealed that, delegation of responsibility in schools to a high extent requires the teachers and students to understand clearly what is expected of them to achieve as delegation makes team more efficient in discharging their responsibility. It also enables the individual staff team members to achieve success which helps to promote teamwork that enhances students' academic performance. It was recommended among others that; for teachers to work cooperatively to create a friendly working environment, school administrators must review their working policies and create or adopt user friendly ones which cultivate teamwork between teachers and school administrators to encourage work synergy.

Key Words: Teamwork, Leadership, Academic Performance and Commitment.

INTRODUCTION

In educational sector, teamwork practices play the key role as a useful method for improving the quality of teaching and learning. Most people are involved in teams everyday regardless of the institution in which they serve. Unfortunately, in a classroom setting in the secondary school, the term "teamwork" often elicits negative responses due to students' past experiences that have shaped their perspective and resulted in sub-optimal outcomes, including lower grades. Coming together is a beginning, keeping together is progress, working together is a success (Henry, 2017). Teachers use several techniques to assist students improve their academic achievement. They evaluate, assess and provide for students with special needs. Teachers are evaluators at classroom level for quality standard. They attend to students work during lessons, provide tutorials, mark students' homework and give feedback. If a disability is identified in a student, a teacher will work around the clock to a remedy. This builds students competence and their academic performance improves.

There are many different varieties of teams as well as a myriad of definitions to describe them. Teachers' teamwork practices "generates positive synergy through coordinated effort in secondary schools. According to Aziz (2019), teamwork has provided many benefits either in terms of knowledge, skills or expertise in tackling problems or issues that arise in the school institution. Among its benefits are: the efforts to design job satisfaction and teachers' morale values when given the opportunity to work together to improve the quality of the school, a problem was able to be resolved more quickly and effectively when shared by individuals who have skills in various fields, and proposals discussed in the team will be performed more easily compared with recommendations made individually. The true success of a competitive market is determined by the results of their team on a global scale, since the dawn of civilization, mankind has collaborated in teams and groups. Teamwork traces can be seen almost everywhere in the world.

Delegation involves authority to complete an assigned task but does not involve the delegated individual transferring the task to another individual. This helps the manager or the leader to review the delegated work and ensure that it is completed and properly done to meet the expected goals. Hence, heads of school can work more effectively by empowering employees who perform delegated jobs with the authority to manage the assigned tasks. It is important to successfully train employees to acquire the required skills, experience and resulting confidence that helps develop the subordinates for higher positions. Good delegation provides better managers a higher degree of efficiency, primarily, delegation aims to get the job done by someone else (Hubbard, 2016).

According to Mohsin and James (2019) organizational success depends on the interdependence recognized within teams and how vital it is for team members to understand their roles and work to achieve corporate goals thus having a positive influence on organizational performance. Their work also figured out that, schools where members are delegated to responsibilities gain empowerment that enables them to achieve success. On the other hand, Wu, and Chen (2014) stressed that, schools where members are delegated to duties give room for teamwork promotion among members in the institution which encourages others to partake in some other responsibilities that might be delegated. On the other hand, the work of Kinyonga (2013) revealed in his work that, school administrators base their delegation and selection of team members to carry out some respective duties on the bases of interest and expertise which positively or negatively affect the general performance of schools.

On the one hand, Atique (2014) revealed in his study that, teamwork leads to collectivism and develop a caring relationship that enhances commitment to school, and tends to lead to distributed leadership. The study also revealed that committed teachers always make every effort to advance students' professional competence by providing them with quality learning environment. It points out on the importance of working together in improving school collaborative culture, building teams, and distributing tasks among team members for the purpose of achieving academic goals of the school. On the other hand, Kilindo (2015) figured that, factors such as democratic leadership, clear communication and good interaction were positive in enhancing school productivity and others such as poor rewarding system and lack of recognition, poor working environment, inadequate number of teachers and lack of teaching and learning materials were negative factors to the establishment and practice of teamwork. In the same vein, the study of Gumbakomba, Oyedele and Chikwature (2017) revealed that, poor communication, among teamwork members results to gossiping, jealousy, mistrust, lack of respect, egocentrism which is inimical to teamwork practice.

Commitment refers to attachment and loyalty. Teacher commitment is an internal force that drives teachers to invest more time and energy in school involvement. The willingness of promoting the school creates emotional link between the teachers and the school which ultimately inspires teachers to seek ways to enhance teaching profession and establish an effective learning environment to allow students perform well in their academics and reach their targets. Commitment among teachers is a crucial factor that contributes to the achievement of students. Teachers' commitment is the emotional bond teachers demonstrate towards their work. Teachers' commitment has been recognized as one of the most critical factors in effective teaching. However, teachers with high level of commitment can make a difference to the learning and achievement of their students.

According to Brounstein (2013) commitment is the fact that an individual feels an emotional connection to an organization in terms of the goals and values of the organization without expecting any interest. A committed teacher is never satisfied with what he/she already has; rather always seeking for the new ideas and ways to contribute to the students to improve their academic performance. Commitment is an indispensable tool for any educator, there are five facts about making a commitment which are as follows:

- Every commitment is a choice, no real commitment was ever made without someone first choosing to make;
- Every commitment requires personal responsibility
- Every commitment requires honesty and integrity
- Every commitment is a promise
- Every commitment requires a choice; once you make a commitment, you give up some freedom. By choosing to commit to one thing, you may have to give up other things.

Teachers find collegiality when working in teams, and the collegiality can bring about professional, in-dept conversations (Hussan, 2016). Teachers' teamwork practices ensure full participation in realizing education aims, such aims as personal, social, economic, political, cultural and moral (Hinter, 2018). Teamwork consists of the elements that show a sense of direction, getting organized by attention to process, procedure, awareness of time, commitment, success, demonstration of communication skills and interaction of high level, and personal qualities such as being open and honest, speaking directly, appreciating the efforts of others (Whitefied, 2014).

Statement of the Problem

Teamwork is a notable practice among teachers of secondary schools, though it seems that lack of proper application of teamwork practices by some teachers' in running secondary schools have deprived the schools the benefits derivable from applying teamwork practices. Some specific roles in the schools that require teamwork practices are left in the hands of individuals due to uncoordinated administrative functions and inability to manage team member by the teachers of the schools, which practically seem to affect students' academic performance. Therefore, despite the universally agreed importance of the application of teamwork practices in managing organizations, scholars are of the opinion that secondary school teachers are not well equipped with the vital aspects of teamwork such as delegation, commitment and others as teamwork strategy to achieve educational goals. How then can delegation and commitment as teamwork strategy be used to enhance students' academic performance in public senior secondary schools in Rivers State in order to achieve educational goals? It is on this note that the researcher carried out this study.

Purpose of the Study

The study investigated teamwork for principals' leadership performance in public senior secondary schools in Rivers State. The objectives of the study are to:

1. Ascertain the extent delegation of responsibility enhance students' academic performance in Public Senior Secondary Schools in Rivers State.
2. Examine the extent teachers' commitment enhance students' academic performance in Public Senior Secondary Schools in Rivers State.

Research Questions

1. To what extent does delegation of responsibility enhance students' academic performance in Public Senior Secondary Schools in Rivers State?
2. To what extent does teachers' commitment enhance students' academic performance in Public Senior Secondary Schools in Rivers State?

Hypotheses

1. There is no significant difference between the mean scores of male and female principals on the extent delegation of responsibility enhances students' academic performance in Public Senior Secondary Schools in Rivers State.
2. There is no significant difference between the mean scores of principals in urban and principals in rural schools on the extent teachers' commitment enhance students' academic performance in Public Senior Secondary Schools in Rivers State.

Methodology

The descriptive survey research design was used for this study. The population consists of all the 290 public secondary schools in the 23 local Government Areas of Rivers State. The total number of participants included all the 290 principals in these public senior secondary schools in Rivers State. 290 principals were used as the sample size of this study which 100% of the population. Census sampling technique was used for the study. A 12-item questionnaire titled: Teamwork for Principals' Leadership Performance Scale (TWPLP). Furthermore, the 4-points modified likert rating scale of (High Extent (HE) = 4 points; Moderate Extent (ME) = 3 points; Low Extent (LE) = 2 points; and Very Low Extent (VLE) = 1 point) was used as response opinion to guide the respondent's opinion on the instrument (questionnaires). The Cronbach Alpha reliability estimate was suitable because, it was used to determine the internal consistency of the instruments with a sample of 30 principals from other schools outside the state who were not part of the population. The average reliability coefficient obtained stood at 0.80. 290 copies of the questionnaire were administered by the researcher and three trained research assistants to the respondents.

The respondents were given two weeks to respond to the questionnaire items after which the researcher visited back for retrieval of the completed copies of the questionnaire. However, due to the accessibility and availability on several visits to the respondents for collection, only 272 (94% rate) retrieval proportion were used for the analysis. Mean scores and standard deviation were used to answer the research questions while the z-test statistics was used to test the hypotheses at 0.05 level of significance. In the analysis, any mean score of 1.00 to 1.99 would be regarded as very low extent, mean scores of 2.00 to 2.40 would be regarded as low extent, mean scores of 2.50 to 2.99 would be regarded as moderate extent, mean scores of 3.00 to 3.59 would be regarded as high extent while mean scores of 3.60 and above would be regarded as very high extent respectively. All retrieved copies of questionnaire was used for data analysis.

Results and Discussion

Research Question 1: To what extent does delegation of responsibility enhance students' academic performance in Public Senior Secondary Schools in Rivers State?

Table 1: Mean Responses and Standard Deviation Analysis of Male and Female Principals on the extent constructive communication enhance students' academic performance in public Senior Secondary Schools in Rivers State.

S/N	Items ii	Male Principals I(168)i			Female Principals (104)			AVG. Remark
		\bar{X}	SD	Remark	\bar{X}	SD	Remark	
1	Schools where members are delegated to their responsibilities gain empowerment and it enables the individual staff team members to achieve success.	3.06	1.25	High Extent	2.68	1.14	Moderate Extent	2.87

2	Delegation among school members promotes efficiency and flexibility but do not bring about high level of success in students' performance.	1.89	1.27	Very Low Extent	2.12	1.18	Low Extent	2.01	Low Extent
3	Delegation of responsibility in schools requires the teachers and students to understand clearly what is expected of them to achieve.	3.65	1.60	High Extent	3.28	1.36	High Extent	3.47	High Extent
4	Schools in which members are delegated to their duties allow the promotion of teamwork as other members in the institution are encouraged to partake in other responsibilities.	3.00	1.23	High Extent	2.60	1.22	Moderate Extent	2.8	Moderate Extent
5	Delegation among members help increase the level of speed response customer satisfaction for all stakeholders.	3.11	1.27	High Extent	3.08	1.26	High Extent	3.10	High Extent
6	Delegation among school members makes the team more efficient	3.32	1.38	High Extent	3.60	1.57	High Extent	3.46	High Extent
Average mean and standard deviation		3.01	1.33		2.89	1.29			

Table 1 indicated that item number 3 had the highest mean score of 3.47, followed by item 6 with 3.46, item 5 with 3.10 and item 1 with 2.87 which are above the criterion mean of 2.50. This clearly indicated that, for delegation of responsibility as teachers' teamwork practice to enhance students' academic performance, such delegation of responsibility in schools to a high extent require the teachers and students to understand clearly what is expected of them to achieve and delegation among school members makes the team more efficient. To a high extent delegation among members help increase the level of speed response customer satisfaction for all stakeholders, schools where members are delegated to their responsibilities gain empowerment and it enables the individual staff team members to achieve success and schools in which members are delegated to their duties allow the promotion of teamwork as other members in the institution are encouraged to partake in other responsibilities that will enhance students' academic performance, Meanwhile, item 2 had a mean score of 2.01, which is below the criterion mean of 2.50, meaning that for male principals to a moderate extent delegation among school members promotes efficiency and flexibility and do bring about high level of success in students' academic performance while to the female principals it does occur at a low extent.

Research Question 2: To what extent does teachers' commitment enhance students' academic performance in Public Senior Secondary Schools in Rivers State?

Table 2: Mean Responses and Standard Deviation Analysis of Principals in Urban and Principals in Rural schools on the extent teachers' commitment enhance students' academic performance in Public Senior Secondary Schools in Rivers State.

S/N	Items	Principals in Urban Schools (33)			Principals in Rural schools (239)			AVG. Remark	
		\bar{X}	SD	Remark	\bar{X}	SD	Remark		
1	School members, who are committed to group activities feel an emotional connection to the organization in terms of the goals and values of the organization without expecting any interest.	1.83	1.32	Very Low Extent	2.60	1.22	Moderate Extent	2.22	Low Extent
2	School members who are committed to school activities are passionate about teaching learning and this can improve students' academic performance.	3.32	1.38	High Extent	3.60	1.57	High Extent	3.46	High Extent
3	Teachers who are committed are never satisfied with what they have rather they	3.32	1.38	High Extent	2.98	1.19	Moderate Extent	3.15	High Extent

	seek new ideas to contribute to the students and improve their academic performance.								
4	In a school where members are committed, they put up strong desire to keep up involvement in the school.	3.06	1.25	High Extent	2.68	1.14	Moderate Extent	2.87	Moderate Extent
5	Committed teachers are proud of the school in which they work.	3.60	1.57	High Extent	1.60	1.37	Very Low Extent	2.60	Moderate Extent
6	Committed teachers always make every effort to advance students' professional competence by providing them with quality learning environment.	2.91	1.14	Moderate Extent	3.12	1.28	High Extent	3.02	High Extent
Average mean and standard deviation		3.00	1.34		2.76	1.30			

Table 2 indicated that items number 2 had the highest mean scores of 3.46 followed by item 3 with 3.15, item 6 with 3.02, item 4 with 2.87 and item 5 with 2.60 respectively. In the analysis, the scores of items 1, 2, 5 and 6 are above 2.50 which is the criterion mean. It simply implies that, for both principals in urban and rural area, to a high extent school members who are committed to school activities are passionate about teaching-learning and this can improve students' academic performance. For principals in urban area, to a high extent teachers who are committed are never satisfied with what they have, rather they seek new ideas to contribute to the students and improve their academic performance, in a school where members are committed, they put up strong desire to keep up involvement in the school but it is to a moderate extent to principals in rural area.

To principals in rural area, to a high extent committed teachers always make every effort to advance students' professional competence by providing them with quality learning environment, while this is done to a moderate extent by principals in urban area. principals in schools located in the urban area responded that committed teachers are proud of the school in which they work due to their commitment as teamwork practice but the response of principals in the rural school goes in opposite direction meaning that even if teachers are committed to duties to help students achieve their academic success, it does not mean they are happy with their school environment due to lack of some necessary facilities or conditions. Meanwhile, item 1 had a general mean score of 2.22 which is below the criterion mean of 2.50 but the mean of principals in urban area stood at a very low extent despite the fact that the mean score of principals in rural area stood at a moderate extent. What this mean to principals in urban area is that, to a very low extent school members who are committed to group activities do not feel an emotional connection to the organization in terms of the goals and values of the organization without expecting any interest but it does to principals in the rural area.

Test of Hypotheses

H₀₁: There is no significant difference between the mean scores of male and female principals on the extent delegation of responsibility enhances students' academic performance in Public Senior Secondary Schools in Rivers State.

Table 1: z-test Analysis of the Difference between the mean ratings of Male and Female Principals on the extent delegation of responsibility enhances students' academic performance in Public Senior Secondary Schools in Rivers State.

Subject	N	SD	Df	z-cal.	z-crit.	Level of Sig	Remark
Male Principals	168	3.01	170	0.74	±1.96	0.05	Not Rejected
Female Principals	104	2.89					

N.B: The degree of freedom (Df) is calculated as, $N-2(172-2)=170$.

The result of table 1 showed that the z-calculated value of 0.74 is less than the z-critical value of ±1.96 at degree of freedom of 170 at 0.05 level of significance. Therefore, the null hypothesis is not rejected and upholds that, there is no significant difference between the mean scores of male and female principals on the extent delegation of responsibility as teachers' teamwork practice enhances students' academic performance in Public Senior Secondary Schools in Rivers State.

H₀₂: There is no significant difference between the mean scores of principals in urban and principals in rural schools on the extent teachers' commitment enhance students' academic performance in Public Senior Secondary Schools in Rivers State.

Table 2: z-test Analysis of the Difference between the mean ratings of Principals in Urban and Principals in Rural Schools on the extent teachers' commitment enhance students' academic performance in Public Senior Secondary Schools in Rivers State.

Subject	N	SD	Df	z-cal.	z-crit.	Level of Sig	Remark
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Principals in Urban Schools	33	3.00	1.34					
				170	0.93	±1.96	0.05	Not Rejected
Principals in Rural Schools	239	2.76	1.30					

N.B: The degree of freedom (Df) is calculated as, $N-2(172-2)=170$.

The result of table 2 showed that the z-calculated value of 0.93 is less than the z-critical value of ± 1.96 at degree of freedom of 170 at 0.05 level of significance. Therefore, the null hypothesis is not rejected and upholds that, there is no significant difference between the mean scores of principals in urban and principals in rural schools on the extent teachers' commitment as teamwork practice enhance students' academic performance in Public Senior Secondary Schools in Rivers State.

Summary of Findings

For delegation of responsibility as teachers' teamwork practice to enhance students' academic performance, such delegation of responsibility in schools to a high extent requires the teachers and students to understand clearly what is expected of them to achieve and delegation among school members makes the team more efficient discharging their responsibility. To a high extent, schools where members are delegated to their responsibilities gain empowerment and it enables the individual staff team members to achieve success which helps to promote teamwork sole for the enhancement of students' academic performance.

To a high extent teachers' commitment enhance students' academic performance in the sense that, school members who are committed to school activities are passionate about teaching-learning, seek new ideas to contribute and improve students' academic performance and always make every effort to advance students' professional competence by providing them with quality learning environment. Meanwhile, school members who are committed to group activities do not feel an emotional connection to the organization in terms of the goals and values of the organization without expecting any interest.

Discussion of Findings

For delegation of responsibility as teachers' teamwork practice to enhance students' academic performance, the finding is in line with Mohsin and James (2019) whose work revealed that organizational success depends on the interdependence recognized within teams and how vital it is for team members to understand their roles and work to achieve corporate goals thus having a positive influence on organizational performance. It was also revealed that, schools where members are delegated to responsibilities gain empowerment that enables them to achieve success.

This work is in consonance with the work of Wu, and Chen (2014) whose findings revealed that, schools where members are delegated to duties give room for teamwork promotion among members in the institution which encourages others to partake in some other responsibilities that might be delegated. On the other hand, the work of Kinyonga (2013) does not necessarily align with this study in the sense that, the study revealed that, school administrators base their delegation and selection of team members to carry out some respective duties on the bases of interest and expertise which positively or negatively affect the general performance of schools.

For commitment as teachers' teamwork practice for enhanced students' academic performance, the study of Atique (2014) is closely related to this present study in the sense that, it revealed how teamwork leads to collectivism and develop a caring relationship that enhances commitment to school, and tends to lead to distributed leadership. The study also revealed that committed teachers always make every effort to advance students' professional competence by providing them with quality learning environment. It points out on the importance of working together in improving school collaborative culture, building teams, and distributing tasks among team members for the purpose of achieving academic goals of the school.

The findings bear credence to the findings of Kilindo (2015) whose work revealed that, factors such as democratic leadership, clear communication and good interaction were positive in enhancing school productivity and others such as poor rewarding system and lack of recognition, poor working environment, inadequate number of teachers and lack of teaching and learning materials were negative factors to the establishment and practice of teamwork. In the same vein, the study of Gumbakomba, Oyedele and Chikwature (2017) revealed in a different opinion that, poor communication, among teamwork members results to gossiping, jealousy, mistrust, lack of respect, egocentrism which is inimical to teamwork practice.

Conclusion

Judging holistically from the findings of this research, it is crystal clear that when teachers passionately engage in delegation of responsibilities in accordance with work duties, show active commitment to work, cooperation and support fellow teachers', as teamwork practices, this would strongly enhanced student's academic performance. In the overall, the evidence of teachers teaming together while performing their academic and administrative responsibilities would to a high extent bring about productivity at work and also enhance students academic performance.

Recommendations

Based on the findings of the study, the researchers recommended that:

1. For teachers to work cooperatively to create a friendly working environment, school administrators must review their working policies and create or adopt user friendly ones which cultivate teamwork between teachers and school administrators to encourage work synergy.
2. The Ministry of Education should see it as a responsibility to check the performance of students in all schools to ascertain any root cause of student's poor performance and create investigative team to harness the relationship that exist between the school administrator, teachers and students and if weak relation exists amongst them, then seminars and workshops on effective teamwork should be organized to correct such anomalies and increase teamwork spirit.

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