

# PRINCIPALS' INSTRUCTIONAL LEADERSHIP AND TEACHERS' EFFICACY IN SENIOR SECONDARY SCHOOLS IN MAIDUGURI EDUCATION ZONE, BORNO STATE, NIGERIA

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## Abstract

*This study examined the principals' instructional leadership and teachers' efficacy in senior secondary schools in Maiduguri Education Zone of Borno state. Three objectives were raised to guide the study. Two research questions were answered and one null hypothesis was tested. Correlational research design was used for the study. The populations of the study were 25 principals and 1,478 teachers in public senior secondary schools in Maiduguri Education Zone of Borno state. Stratified and simple random sampling techniques were used to draw 410 respondents which were made up of 10 principals and 400 teachers. Two versions of 15 items questionnaire titled "Principals' Instructional Leadership Rating Scale (PILRS)" and teachers' efficacy in senior secondary schools (TESSS)" respectively" were used as the instruments for data collection. The instruments were subjected to face validation by experts in Department of Measurement and Evaluation from the Department of Education, University of Maiduguri. The Cronbach alpha was used to ascertain the reliability of the instruments which yielded the index value of 0.72. Mean and standard deviation were used to answer research questions, while Pearson Product Moment Correlation Coefficient (PPMCC) was used to test the null hypothesis at 0.05 level of significance. The findings of the study revealed among others that there is a significant relationship between principals' instructional leadership and teachers' efficacy in senior secondary schools in Maiduguri Education Zone of Borno State. The study also indicated that, the level of instructional programme in senior secondary schools in Maiduguri education zone is high. Based on the findings, it was recommended among others that, principals with high instructional leadership should be maintained in senior secondary schools for high teachers' efficacy, while those with low instructional leadership, ministry of education should organize induction courses to acquaint them with relevant knowledge on instructional leadership.*

**Key words:** *Principal Instructional Leadership, School Climate and Teachers' Efficacy*

## Introduction

Secondary education is an instrument for achieving national goals. According to Federal Government of Nigeria (2013), secondary schools' teachers will continue to be given a major emphasis in all our educational planning, because no education can rise

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above the quality of its teachers. The policy further stated that all teachers in our educational institutions will be professionally trained and be qualified to teach in secondary schools. According to Lashway, (2004) and Hoy & Miskel, (2008), instructional leadership is a leadership model that focuses on the core responsibility of a school, namely teaching and learning by defining the school vision, mission and goals, managing the instructional program, and promoting the school climate. Nkobi, (2008) opined that, principals' instructional leadership in senior secondary school in Maiduguri education zone of Borno state, seeks to improve teachers' efficacy of classroom work for the ultimate purpose of enhancing learners' achievement and also improving their attitudes and behavior towards achieving school goals.

The core roles of school principal as instructional leader in secondary schools is to provide support for instruction, classroom supervision, evaluation of teachers, proper planning, teachers professional development courses and managing teaching strategies (King 2002; Anderson 2008; Hallinger and Murphy 2012). A study conducted by Njuguna, (2005) on the instructional leadership established that frequency of teachers' supervision of classroom activities by the school principal and checking students' homework contributed towards achieving the school goals and objectives. Robinson, Lloyd and Rowe (2008), pointed out five-dimensional framework for principals' instructional leadership: (1) establishing goals and expectations; (2) strategic resourcing; (3) planning, coordinating and evaluating teaching and the curriculum; (4) promoting and participating in teacher learning and development; and (5) ensuring an orderly and supportive environment. Hallinger, Wang, Chen and Liare (2015), observed that, promoting school climate and managing instructional programme are core responsibilities of school principal. The situations of school climate and managing instructional programmes in senior secondary schools in Maiduguri education zone of Borno state over the years were low, despite the state government effort by providing facilities to most of the schools.

The principal in developing a school climate as instructional leader, he/she protect instructional time, develops professional development, maintains high visibility and provides incentives for teachers (Hallinger & Wang, 2015). This is supported through their key performance indicators and maintained high visibility around the school for teachers' efficacy. In senior secondary schools in Maiduguri education zone, principals managed the available resources allocated to them by the state government to appreciate their teachers for their efficacy. But despite the effort of the principals, the school climate was not favourable to enhanced teachers' efficacy. Harris, Kenny, Soon Devadason and Adams (2017) opined that, it is important to understand that principals in public schools have the responsibility for protecting instructional time and provides good school climate for teaching and learning and teachers' efficacy.

The principal in managing the instructional program, focuses on the control and coordination of curriculum and the instruction. Hallinger & Wang (2015), observed three functions which are: supervision and evaluation of instruction, coordinating the curriculum and monitors student progress. The principals in senior secondary schools in Maiduguri education zone of Borno state have a lot of administrative duties. Some principals in the zone assigned their vice principals administration to managed the instructional programme by supervising and monitoring teaching and learning process in school to ensure teachers' efficacy. They are involved mostly in daily activities that range from administrative duties to monitoring teachers' efficacy. They interact with teachers and observed them during classes and provide advice in term of the teaching

method (Harris et al. 2017). Despite the involvement of the vice principals, senior secondary schools in Maiduguri education zone have low supervision and evaluation of instruction, coordination of curriculum and monitoring student progress which is the core responsibilities of principals' as instructional leader.

According to Hallinger and Murphy (2017) The achievement of the school goals is being determined by the teachers who transmit theory into practical in the classroom. Teachers' Efficacy is related to the confidence of teachers to organize or coordinate one new task in school. Ross and Gray (2006) also explained that teacher efficacy as; a set of personal beliefs that refer to the specific function of the teacher's professional behavior. It is about how the teachers feel and the teaching methods that is communicated into students learning outcomes. Teachers can feel both efficacious and quite inefficacious in school or another Harris et al., (2017). Teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno state can be measured in terms of students' academic accomplishment, loyalty, neatness, punctuality, classroom management and logical use of teaching methodologies. Teachers' efficacy has the ability to produce students higher than predicted, measured by the achievement of the goal of education. In general, the most crucial yardstick for measuring teachers' efficacy is the students' academic performance.

There is a decline in teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno state in spite of government huge expenditure on education. This decline, has questioned teachers' capacity to perform effectively. Teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno state has been put under observations. And since the principals' controls, supervise, coordinate and direct the teachers, this study therefore deemed it necessary to look specifically into the contributions of principals' instructional leadership towards teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno state.

### **Objectives of the Study**

The objectives of the study were to determine:

1. impact of school climate on teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno state
2. impact of instructional programme on teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno state
3. The relationship between principals' instructional leadership and teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno State

### **Research Questions**

The following research questions were answered

1. What is the impact of school climate on teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno state?
2. What is the impact of instructional programme on teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno state?

### **Hypothesis**

The hypothesis was tested at 0.05 level of significance;

**H<sub>01</sub>** There is no significant relationship between principals' instructional leadership and teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno state

## Literature Review

The major purpose of a school is to establish and maintain a climate that is hospitable for teaching and learning to take place. Available empirical evidence exists regarding the importance of principals' instructional leadership in establishing positive school climate with the focus on teachers' efficacy. Research shows that teachers' efficacy is related to the willingness of the school principal to provide support and experiences that contribute to teachers' abilities. According to Hoy and Miskel (2005) school climate is a set of internal characteristics that distinguish one school from another and influence the behaviors of teachers in that school. However, where the school climate becomes unfavorable, that is, where the school and physical environments are not safe, this can affect teachers' efficacy. Several factors have been linked empirically to teachers' efficacy in senior secondary schools.

According to Choi, Lee, & Kim, (2019), school climate is the major factor that determined teachers' efficacy in secondary schools. Collie, Shapka, and Perry (2012) examined the relationship between teachers' perceptions of their social-emotional learning and the climate within their schools. They measured three variables to determine teachers' efficacy. The study Sampled 664 secondary school teachers. The study established that a positive school climate had the highest teachers' efficiency, and a negative school climate had the lowest teachers' efficiency. The study was in line with Yusuf (2020) who found out that, there exist significant relationship between school climate and teachers' efficacy in senior secondary.

Laura (2017), observed that, Schools with healthy climates are described as promoting high teachers' efficacy, having open leadership, and maintaining collegiality among staff. Schools with these types of climates are also found more conducive for teachers and students. School climate is an extrinsic motivator that affects teachers, and therefore influences teachers' efficacy. Similarly, Hallinger and Murphy (2012) observed that, instructional leadership is an influence process through which leaders identify a direction for the school, motivate staff, and coordinate school and classroom-based strategies aimed at improvement in teaching and learning.

The principal influences classroom instruction through teachers and delivery of the school's goals, curriculum, instructional practices and professional development. The school principals are expected to carry out a lot of duties at schools. One of them is instructional leadership which has been an issue and studied recently (Hallinger, 2015). Instructional leadership is an important management tool to improve teachers' efficacy in terms of teaching and it continues to become the dominant paradigm for school principals who maintained a high focus on curriculum and instruction (Lashway, 2004).

According to Nkobi, (2008) instructional leadership seeks to improve teachers' efficacy of classroom work for the ultimate purpose of achieving school goals. Kipyegon, (2015) and Abeya (2017) observed that, there exist a significant positive relationship between instructional leadership and teachers' efficacy. In a study conducted by Al-Mahdy, Emam and Hallinger (2018) found that there is a significant relationship between the dimension of managing an instructional program with teachers' efficacy.

Ahmad Kamaruzaman (2012), stated that principal supervised curriculum that will be used by the teachers in the instructional time in order to make sure that the curriculum that the teachers will use is parallel to the curriculum that has been prepared by the Ministry of Education. Moreover, Zheng, Yin and Li (2018) stated that the principal that practiced the instructional leadership participated more in interactions with the teachers by monitoring and supervising them. Hallinger et al.

(2015), opined that, although there exists positive influence of instructional leadership on teachers' efficacy, the effect size of this relationship varies greatly.

### Methodology

The study used correlational research design which determined relationship between principals' instructional leadership and teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno State. According to Cohen (2013), correlational design is concerned with describing the degree or magnitude of the relationship between the two variables.

The populations for this study were 25 principals and 1,478 teachers from senior secondary schools in Maiduguri education zone. Using stratified and simple random sampling technique 10 principals and 400 teachers representing 30% were selected as sampled. The sampled was selected according to Daniel (2010). The principals' Instructional Leadership Rating Scale (PILRS) developed by Hallinger (2015), was adapted to measure principals' instructional leadership, while questionnaires on teachers' efficacy was design by the researcher to test teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno state. The reliability of the instrument was 0.72. The data collected on research questions were analyze using mean and standard deviation, while Pearson Product Moment Correlation Coefficient (PPMCC) was used to test the null hypothesis at 0.05 level of significance.

### Data Analysis and Results

The results of the study are presented in tables according to the research questions and hypothesis followed by their interpretation.

**Research Question One:** What is the impact of school climate and teachers' efficacy in senior secondary schools in Maiduguri education zone, Borno State?

**Table 1:** Descriptive statistics of school climate and teachers' efficacy in senior secondary schools in Maiduguri education zone

S/N	ITEMS	N	Mean	St. deviation	Decision
1	Develops professional development	10	0.88	0.42	Rejected
2	Provides incentives for teachers	10	1.00	0.00	Rejected
3	Maintains high visibility	10	2.50	0.53	Rejected
4	Protects instructional time	10	3.20	1.03	Rejected
5	Provides incentives for learning	10	3.70	2.25	Rejected

Mean = 2.24 < 2.50 (Mean Point) Hence, all items was rejected.

Table 1 revealed that, Mean = 2.24 < 2.50 (Mean Point) Hence, all items was rejected. This indicated that, the school climate in senior secondary schools in Maiduguri education zone is a closed climate, this implies that it does not encourage or improve teachers' efficacy.

**Research Question Two:** what is the impact of instructional programme on teachers' efficacy in senior secondary schools in Maiduguri education zone, Borno State, Nigeria?

**Table 2:** Descriptive analysis of the impact of instructional programme on teachers' efficacy in senior secondary schools in Maiduguri education zone, Borno State, Nigeria.

S/N	ITEMS	N	Mean	St. deviation	Decision
1	Supervises of instruction	10	0.80	0.42	Rejected
2	Coordinates the curriculum	10	3.00	0.94	Accepted
3	Monitors student progress	10	2.50	0.52	Accepted
4	Evaluate performances	10	3.20	1.03	Accepted
5	Review instructional Programs	10	3.70	1.25	Accepted

Mean= 2.64 > 2.50 (Mean Point) therefore, all items were accepted

Table 2 revealed that, Mean= 2.64 > 2.50 (Mean Point) therefore, all items were accepted. This indicated that, the level of instructional programme in senior secondary schools in Maiduguri education zone is high. This implies that instructional programme encourages teachers' efficacy.

**H01:** There is no significant relationship between principals' instructional leadership and teachers' efficacy in secondary schools in Maiduguri education zone

Table 3 Correlation between principals' instructional leadership and teachers' efficacy in secondary schools in Maiduguri education zone

Variables	Mean	SD	N	r	P-value	Decision
Principals' Instructional Leadership	74.4	9.79				
Teachers' Efficacy	87.3	14.74				
	400	.527	0.000		Significant	

\*\* . Correlation is significant at the 0.05 level (2-tailed).

Table 3 indicates that r value .527 is significant at 0.05 level, therefore the null hypothesis which says there is no significant relationship between principals' instructional leadership and teachers' efficacy in senior secondary schools in Maiduguri education zone was rejected. Therefore, there was significant relationship between principals' instructional leadership and teachers' efficacy.

### Discussion

The finding in Table 1 revealed that, Mean =2.24 < 2.50 Mean Point. This shows that, the school climate in senior secondary schools in Maiduguri education zone is a closed climate. This is because the study reveals that, the school climate is not favorable and does not encourage teachers' efficacy. The study indicated that there were low Provision of incentives for teaching and learning. The study revealed that the school climate is not open for teachers' efficacy. This finding is contrary to popular opinion among the public that closed school climate is favorable for teachers' efficacy in public senior secondary schools. This finding is in agreement with Choi, Lee, & Kim, (2019) and Yusuf (2020) who sought teachers' perception on school climate. Their findings revealed that teachers' were inefficacious in a closed school climate.

The finding of the study on the level of instructional programme in senior secondary schools in Maiduguri education zone revealed that, it is high, this indicated that instructional programme encourages teachers' efficacy. Table 2 shows that, Mean = 2.64 > 2.50 Mean Point this indicated that teachers were effective because there were high level of supervision and evaluation of instructions, the curriculum is well coordinated and monitored students' progress in senior secondary schools in Maiduguri education zone. This is contrary to the findings of Lashway, (2004), Nkobi, (2008) and Kipyegon, (2015). They found that teachers were effective with low level of supervision and evaluation of instructional programme. This finding is in agreement with Ahmad Kamaruzaman (2012), Abeya (2017) and Al-Mahdy, Emam and Hallinger (2018). They found that teachers' efficacy in senior secondary schools largely depends on the level of instructional programme. They established that teachers are effective in a school where they are high level of coordinated curriculum and supervision of teaching and learning.

In the findings analysis for this study on relationship between principals' instructional leadership and teachers' efficacy, it was found that  $r$  value .527 is significant at 0.05 level. This shows that the principals in senior secondary schools in Maiduguri education zone are implementing the instructional leadership practice in their schools. This finding has been supported by Nguyen, Hallinger and Chen (2018). In their study, they found that principals' instructional leadership influences teachers' efficacy in secondary schools. Hence, from this finding, this study established that teachers' efficacy depends on the principals' instructional leadership in senior secondary schools in Maiduguri education zone. On the other hand, Bellibas and Liu (2017) stated that the principals can influence teachers' efficacy by engaging in activities aimed to improve teaching and learning in their schools.

Furthermore, the study found that, there exist a significant relationship between principals' instructional leadership and teachers' efficacy in senior secondary schools in Maiduguri education zone. Table 3 indicated that  $r$  value .527 is significant at 0.05 level. This implies that principals' instructional leadership is a determinant of teachers' efficacy in senior secondary schools. The study established that principals' instructional leadership in senior secondary schools predicts teachers' efficacy. This finding is contrary to popular opinion among parents of public schools that teachers' efficacy is independent of the school principals' leadership since they transformed theory in practical in the classroom. The study also disagreed with Robinson, Lloyd, and Rowe (2008). The finding of the study is in line with Ahmad Kamaruzaman (2012), Hallinger et al. (2015), Harris et al. (2017) Al-Mahdy, Emam and Hallinger (2018) and Zheng, Yin and Li (2018). They found that there exists a significant relationship between principals' instructional leadership and teachers' efficacy. They established that teachers' efficacy becomes low in a school with low principal's instructional leadership, while teachers are highly effective in a school with good principals' instructional leadership.

## Conclusion

Based on the findings of this study, it was concluded that principals' instructional leadership is a strong predictor of teachers' efficacy in senior secondary schools in Maiduguri education zone of Borno state. This implies that, teachers' efficacy largely depends on the principals' instructional leadership. This simply means once the instructional leadership becomes high in any school, teachers' efficacy would also be high, when it is average, teachers' efficacy could be average, and when it is low, teachers' efficacy could be low.

## Recommendations

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

1. Borno state ministry of education should organize induction courses for those promoted to the rank of principals, to acquaint them with relevant knowledge on how to create open and positive school climate for teachers' efficacy in senior secondary schools
2. The school principals should maintain regularly supervision of instructional programme for teachers' efficacy in senior secondary schools
3. Principals with high instructional leadership should be maintained in senior secondary schools for high teachers' efficacy, while those with low instructional leadership, ministry of education should organize induction courses to acquaint them with relevant knowledge on instructional leadership.

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