



Principals' Traits and Administrative Versatility Impact on Teachers' Job Performance in Ondo State, Nigeria

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Abstract

The study investigates Principals' traits and administrative versatility impact on teachers' job performance in Ondo State Nigeria. A descriptive survey research design was adopted. The study population comprised, teachers of public secondary schools. The sample size of the study was Two hundred (200) respondents selected through and a simple random sampling technique was. A self-developed research instrument by the researchers were used to gather data, entitled, "Questionnaire on Principal Leadership Traits and Versatility Impact on Teachers' Job Performance in Ondo State, Nigeria (QPLTVITJPON)". The questionnaire was validated by two experts in Measurement and Evaluation, while its reliability was established, through test and retest method and 0.69 coefficient reliability obtained Data obtained were analyzed using descriptive statistics, such as; simple percentages, frequency counts and mean (\bar{x}). Based on the results of the study, conclusions were made that teachers' performance in secondary schools in Ondo State, Nigeria was due to Principals' traits. Recommendations were made that policies should be made to ensure that Principals' displayed a high level of position leadership behavior to their principal should be educated on their leadership behavior and to influence on teachers' job performance etc.

Keywords: Principal, Traits, Versatility, Teachers, Job Performance

1. Introduction

Globally, education has been perceived as a veritable weapon to fast track a meaning human and sustainable national development, holistically. Oyekan (2004)^[4], asserted that no nation can tower beyond the level of her educational studies. Olugbeko and Erinsakin (2016)^[3], opined that a sustainable development of any country and nation progress and development could only be guaranteed through education, Therefore, in any nation, the educational system is often considered as one of the most important social institutions for socio-economic, technological and scientific development, especially in the twenty first century, characterized by knowledge explosion the place of quality and functional education at all levels cannot be over-emphasized and teachers occupies a vital position in the educational sector of the nation, Nigeria (Wagona,2006).

In Nigeria, the challenge to the educational system in the recent times has to do with the provision of quality education to prepare students with sufficient knowledge, attitude and skills to face the rapidly changing world, as well as, to fulfill the aspiration of nation building, the relevance of teachers in terms of their quality, commitment to job performance, morale, attitude, and the school environment in which learning takes place are very significant

Egunyomi, (2015)^[2], stated that the quality of education and its products cannot rise above the quality of its teachers. Teachers are considered as the most important resource in educational sector. Teachers are professionally trained and certificated people to impart values, skills and knowledge to learners (Oyekan, 2004)^[4]. Therefore, teachers are expected to possess super skills and knowledge above the learners. Oyekan (2004)^[4] as reported by Olugbeko and Erinsakin (2016)^[3], noted that no nation could achieved any meaningful educational development without committed teachers to job performance.

Teachers are the vehicles through which educational set-out goals of countries could be actualized. Through teachers the educational goals of any country can be made achievable, feasible and possible. The concept of commitment is the subject of interest in many organizations because, it refers not only to the level of investment in an organization but also signifies the strength of bond between an employee and an organization. This in return, reflects the degree to which an employee has internalized and adapted the characteristics and perspectives of the organization (Water, Marzano and McNulty (2003).

There are several benefits to schools where, teachers' commitment is prevailing, such as; teamwork, job satisfaction, participative decision making, openness, dedication to duty, responsible and high productive workers, decrease in, decreased disagreements and conflicts and unexcused stay away from work among employees, and so on (Afolabi, 2012)^[1]. Teachers' performance has been linked to several factors, such as, leadership style, traits, general conduct and administrative versatility of the schools' managers. The managers of schools are expected to possess multi –skills, carry out various functions and roles. This quality is expected of any leader in any organization and for the overall benefits of the system (Zangano, 2001). Reynolds (2000)^[6], stated that leadership qualities can improve or deter performance in any organization. Hence, leaders should possess skills, attributes and charisma that will be of benefits to organization.

Several studies had been conducted on teachers' commitment to job performance in Nigeria. However, the researchers observed from the existing literature that much has not been done on Principals' traits administrative versatility impact on teachers' job performance in Ondo State, Nigeria, thus, necessitated the conduct of the study

Statement of the Problem

The ultimate goal of any organization is to achieve its stated goals. However, in educational sector in Nigeria, several factors are barriers to this. Teachers' commitment to job performance has been singled out by many academics to be responsible for this unsavory trend. Achieving schools' goals will be difficult, where teachers are working without leaders who, possess good leadership traits and administrative skills and versatility to be driving system in the right path and direction.

In the recent times, the researchers noticed that most of the studies on teachers' performance had not been carried out vis-à-vis impact of schools' managers' traits and administrative versatility. This observed gap motivated the researchers to carry out this study.

Research Questions

The following research questions were raised for the study;

1. Are you motivated towards job performance by your Principals' traits?
2. Are you committed to job performance, due to Principal disciplinary attributes?
3. Do you carry out your pedagogical tasks due to effective supervision of your Principal?

Purpose of the Study

The broad purpose of this study was on Principals' traits and administrative versatility impact on teachers' job performance in Ondo State, Nigeria. Specifically, the purposes were to:

1. ascertain whether teachers' job commitment is a function of Principals' traits;
2. determine the effect of Principals' disciplinary attributes on teachers' job performance; and
3. examine the influence of Principals' leadership behaviour on teachers' commitment in school on academic job performance of pedagogical tasks;

Significance of the Study

The findings of the study will be significant to the following stakeholders in education in the following ways;

1. The results of the study will enable government to know the relationship between teachers' commitment to job performance and Principals' traits.
2. The findings of the research will enable Principals to know the implication of their leadership styles on teachers' readiness or commitment to their duties.
3. The results of the results will help government and other providers of education to know the importance and place-value of schools' leadership towards achieving schools' goals.
4. The research would add to the extant literature in the area of this study, thus, serves as a good source of reference to any researcher in future and so on. This will made accessible to public, through Open Educational Resources (OER); and so on.

Methodology

A descriptive survey research design was used, because everybody in the study population could not be covered. Hence, data generated through the sample size of the study was generalized on the study population. The study population were teachers of public secondary schools in Ondo State, Nigeria. The sample size for the study was Two hundred (200) respondents, selected through a simple random sampling technique, from ten (10) public secondary schools based on their years of establishment.

The research instruments were self-developed by the researchers, titled, "Questionnaire on Principal Traits and Administrative Versatility Impact on Teachers' Job Performance in Ondo State, Nigeria", developed on four Likert rating scale of Strongly Agreed (SA), Agreed(A), Disagreed (D) and Strongly Disagreed (SD), rated on four points (4,3,2 and1). The questionnaires were validated by two experts in Measurement and Evaluation. Its reliability was determined, through test and retest method of two weeks interval, and 0.69 coefficient reliability was established Data collected were analyzed, using descriptive statistics (frequency counts and simple percentages and mean).

Presentation of Findings and Discussion of Results

Presentation of Findings

Research Question One: Are you motivated towards job performance by your Principals' traits?

Table 1: Showing frequency counts and simple percentages on are you motivated towards job performance by your Principals' traits.

S/N	Items	N-200		C-2.5		Mean	Decisions
		SD	D	A	SA		
1	I am committed to teaching due to my Principal motivation	10 5	22 11	23 11.5	145 72.5	3.51	Accepted
2	My Principals' lack of motivation does not encourage me to carry out my duties well	144 72	36 18	18 9	2 1	1.39	Rejected
3	My Principal emphasizes on teacher's attendance in school is a factor responsible for my prompt coming to school	14 7	12 6	18 9	156 78	3.58	Accepted
4	I am coming to school not because of my principal emphasis on it	7 3.5	12 6	15 7.5	166 83	3.7	Accepted
5	My maximal commitment to work is because of my good perception of my good perception of my Principal's leadership behavioral style	12 6	6 3	33 16.5	149 74.5	3.59	Accepted
6	My lazy attitude to work is because of nonchalant attitude of my Principal to teachers' job performance	153 76.5	26 13	12 6	9 4.5	1.38	Rejected
		340 23.17	114 7.77	386 26.31	627 42.74	2.85	Accepted

Source: Field Survey, 2025

Keys:

N-Total Number of Respondents, C-Cut-off -Points, X-Mean, SA-Strongly Agreed, A-Agreed, D-Disagreed, SD- Strongly Disagreed.

Table 1 above, presents the findings on research question one. On item (1), the following responses were obtained; 145 (72.5), 23(11.5), 22(11) and 10(5) for strongly agreed, agreed, disagreed and strongly disagreed. Also, on item (2), 2(1), 18(9), 36(18) and 144(72) were obtained as responses for strongly agreed, agreed, strongly disagreed and disagreed. On item (3) responses obtained indicated; 156(78), 18(9), 12(6) and 14(7) for strongly agreed, agreed, disagreed and strongly disagreed, respectively. On item (4), responses obtained showed; 166(83), 15(7.5), 12(6) and 7(3.5) for strongly agreed, agreed, strongly disagreed and disagreed. On item (5), 149(74.5), 33(16.5), 6(3) and 12(3) responses were obtained for strongly agreed, agreed, strongly disagreed and

disagreed.

Finally, on item (6), the following responses were obtained; 9(4.5), 12(6), 23(13) and 153 (76.5), respectively. Generally speaking, the above results shows that the rating scale of four ($\bar{X} = 2.5$) is lesser than the average mean of rating scale of four ($\bar{X} = 2.85$). Therefore, this indicates that principals' leadership behavior could enhance or motivate teachers' towards effective job performance.

Research Question Two: Are you committed towards job performance due to Principals' disciplinary attributes?

Table 2: Showing frequency counts and simple percentages and mean on are you committed towards job performance due, to Principals' disciplinary attributes

S/N	Items	N-200		C-2.5		Mean	Decisions
		SD	D	A	SA		
7	My Principal's strictness makes me to be doing my work effectively	5 2.5	14 7	23 11.5	158 79	3.67	Accepted
8	I don't do my work because my principal is not strict	160 80	21 10.5	13 6.5	6 3	1.32	Rejected
9	My principal punitive measures make me to be punctual in school	4 2	13 6.5	28 14	155 77.5	3.67	Accepted
10	I do come to school late because my Principal do not show any concern about teachers' lateness to school	147 73.5	33 16.5	12 6	8 4	1.40	Rejected
11	My Principal's action do make me show 7 to school activities	12 6	10 5	39 19.5	139 69.5	3.52	Accepted
12	Lack of disciplinary action by my Principal do not results into my laxity towards my tasks in the school	134 67	38 19	16 8	12 6	1.53	Rejected
		462 38.5	129 10.75	131 10.91	478 39.83	2.51	Accepted

Source: Field Survey, 2025

Keys;

N-Total Number of Respondents, C-Cut-off -Points, X-Mean, SA-Strongly Agreed, A-Agreed, D-Disagreed, SD- Strongly Disagreed.

Table 2 above, shows the findings on research question two. On item (7), the following responses were obtained; 158 (79), 23(11.5), 14(7) and 5(2.5) for strongly agreed, agreed, disagreed and strongly disagreed. On item (8), 6(3), 13(6.5), 21(10.5) and 160(80) responses were obtained as responses for strongly agreed, agreed, strongly disagreed and disagreed. On item (9), the following responses were also got; 155(77.5), 28(14), 13(6.5) and 4(2) for strongly agreed, agreed, disagreed and strongly disagreed, respectively.

On item (10), responses obtained showed; 139(69.5), 39(19.5), 10(5) and 12(6) for strongly agreed, agreed, strongly disagreed and disagreed. On item (11), 12(6), 10(5), 39(19.5) and 139(69.5) responses were obtained for strongly agreed, agreed, strongly disagreed and disagreed. On item (12), 12(6), 16(8), 38(19) and 134 (67) responses were obtained for strongly agreed, agreed, disagreed and strongly disagreed. The findings indicate that the rating scale of four ($\bar{X} = 2.5$) is lesser than the average mean of rating scale of

four ($\bar{X} = 2.57$) thus, indicates that principals' disciplinary attributes could make teachers to be committed to their jobs.

Research Question Three: Do you carry out pedagogical tasks, due to effective supervision by your Principal?

Table 3: Showing frequency counts and simple percentages and mean on do you carry out pedagogical tasks due to effective supervision by your Principal.

S/N	Items	SD	D	A	SA	Mean	Decisions
13	My Principal's strictness on continuous assessment makes me to carry it out	4 2	11 5.5	19 9.5	166 83	3.72	Accepted
14	I am not carrying out continuous assessment because my principal is showing lack of concern on it	152 12.35	23 1.86	9 0.73	16 1.30	1.44	Rejected
15	My Principal's insistence makes me to be using teaching aids	6 3	19 1.54	29 2.35	146 11.86	3.57	Accepted
16	I am not using teaching aids because my Principal do not feel concern about it	151 75.5	32 16	8 4	9 4.5	1.37	Rejected
17	My Principal's punitive measures on teachers' negligence on record keeping makes me to update and keep record very well	2 1	19 9.5	33 16.5	146 73	3.61	Accepted
18	I never care to update and keep my records well due to lack of punishment for erring teachers by the Principal	163 81.5	19 9.5	16 8	2 6	1.28	Rejected
		478 38.86	123 10	144 11.7	485 39.43	2.58	Accepted

Source: Field Survey, 2025

Keys:

N-Total Number of Respondents, C-Cut-off –Points, X-Mean, SA-Strongly Agreed, A-Agreed, D-Disagreed, SD- Strongly Disagreed.

Table 3 above, shows the findings on research question three. On item (13), the following responses were obtained; 166 (83), 19(9.5), 11(5.5) and 4(2) for strongly agreed, agreed, disagreed and strongly disagreed. On item (14), 16(1.30), 9(0.73), 23(1.86) and 152(12.35) responses were obtained as responses for strongly agreed, agreed, strongly disagreed and disagreed. On item (15), the following responses were also got; 146(11.86), 29(2.35), 19(1.54) and 6(3) for strongly agreed, agreed, disagreed and strongly disagreed, respectively. On item (16), the following were obtained; 9(4.9), 8(4), 32(16) and 151(75.5) for strongly agreed, agreed, strongly disagreed and disagreed. On item (11), 12(6), 10(5), 39(19.5) and 139(69.5) responses were obtained for strongly agreed, agreed, strongly disagreed and disagreed. On item (17), responses obtained indicate the following; 146(73), 33(16.5), 19(9.5) and 2 (1) for strongly agreed, agreed, disagreed and strongly disagreed, respectively. Generally speaking, the findings shows that the rating scale of four ($\bar{X} = 2.50$) is lesser than the mean of average rating scale of four which means that effective supervision by Principals would make teachers to carry out pedagogical tasks, very well.

Discussion of Findings

Table 1 shows that teachers could be motivated towards job performance due to principal leadership style. The results align with the submission of Afolabi (2012)^[1] that schools' manager style has effect negatively and positively on his/her subordinates. Further, that teachers could be motivated towards commitment to school tasks when they are pleased with their principals' leadership style. Most teachers often times work for their principals and not the school, especially when they are pleased with the way he/she is leading the school.

Table 2 also shows that principals' disciplinary attributes could also serve as an impetus to teachers; job performance. The findings aligns with the submission of Oyekan (2004)^[4] that when teachers feel that they will be queried by their managers (principals) on their negligence to work, they tend to be more serious and mindful of their tasks. Reyes (1990),

also maintains that teachers are found to commit and working towards schools' goals when they know what is at stake for them when they decline to do their work.

Table 3 also shows that teachers would carry out their pedagogical duties when they are effectively supervised by their principals. The findings align with the view of Oyekan (2004)^[4] that one of the major roles of principals is ability to supervised staff working under him or her. Teachers when realized that they are under a thorough supervision, they will like to work to please and satisfy the authority. Effective supervision is a factor that can make staff to be working towards achieving schools' goals and objectives.

Conclusion

Based on the findings of the study, conclusions were made that Principal's leadership traits could among others, positivity influence staff of the school towards work or job performance; motivate teachers within the school system to carry out their tasks, very well and enhance teachers towards performing their pedagogical tasks. In addition, that principal leadership trait could promote discipline, among the staff in school and motivate staff towards achieving the school goals and objectives.

Recommendations

Based on the findings, the following recommendations were made;

1. Principals should be well educated about the importance of their leadership traits and versatility towards achieving schools' goals, and performance of teachers towards meeting the goals targets of the school.
2. Seminars and conferences should be organized on a regular basis to be sensitizing Principals on their need to be exhibiting positive qualities as administrators of schools.
3. Motivations and incentives should be given to those Principals annually for their positive qualities, exhibited to be encouraging them, and others.
4. School' Principals should be educated on different leadership styles and traits for them to know the benefits

and disadvantage of each of the leadership styles on the administration of the school. This can be achieved through seminars, workshop and conferences

5. The schools' Principals should be educated and enlightened on the effects of their leadership styles negatively and positively on teachers, and so on.

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