

Principal's Leadership Qualities and Its Relationship with Teachers' Motivation

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ABSTRACT

This study examined the principal's leadership qualities and their relationship with teachers' motivation at secondary level. Principal as the head of the school plays an important role in teachers' motivation by giving rewards, boosting confidence and encouragement. Motivation is the main tool in the hand of principals which leads to a competitive teaching learning environment. The principal has a vision regarding school better performance in both curricular and co-curricular activities. For this purpose head of the school supervises teachers' teaching instructions and their lesson plan in classroom in order to check the deficiencies and motivate them for increasing their capabilities in teaching learning process. The major purpose of the study was to find out the relationship between principal's leadership qualities and teachers' motivation at secondary level. All the 69 secondary school heads and 1270 secondary school teachers of district Mardan were constituted as the population of the study. A sample of 35 (n=50%) principals and 315 (n=25%) secondary school teachers were selected as sample for this study. Data were collected through separate questionnaires from principals and secondary school teachers. Data were tabulated, analyzed and interpreted in the light of the objectives of the study by using chi-square statistical test. Major findings of the study were that principal gives due attention in dealing with teachers' problems, the ability to express the school's vision, to achieve high standard of excellence, accept and support teachers' new ideas, checks teaching learning activities in the school, delegates powers according to the experience, ability and interest of teachers. The study suggested that principal needs to pay heed to the suggestions of the teachers and meetings should be held in order to appreciate, and reward the teachers to produce better outcome by the students.

INTRODUCTION

Every leader has certain qualities which is important for their leadership as oxygen is essential for human beings. School principal is the person who leads a school whose duty is to run a school in a better way in order to achieve the school goals. Principal is the essential component of the overall teaching learning environment in the school. Different stake holders like teachers, students, society and researchers has a close eye on the principal role. In past the word leadership was commonly used side by side with other words like management, supervision and administration, but today the role of leadership has been redefined. Today leadership is more focused on teachers' teaching learning process and motivation as we have seen that successful schools depend upon the effective school leaders.

Motivation is the job leaning activities of a person's performance to be assessed by some criteria. Motivation is an important factor related to ones' struggle for achieving school goal. Need for achievement and task difficulty both are directly proportional to each other. Individuals with high need for achievement choose difficult and challenging job although, it may be difficult but attainable; if they fail to get it they don't dishearten they will still try their best to achieve the goal. And individuals with low desire for achievement select mostly easy tasks for lowering the probability of failure, although it would be difficult but not out of reach.

Motivation has two types i.e. intrinsic and extrinsic motivation. Intrinsic motivation is the internal drive of individuals for fulfilling their needs and they are not satisfied until they achieve their goals. When individuals are intrinsically motivated they will participate in different activities for their own sake. They do not need any reward or praise. Extrinsic motivation is that motivation in which individuals just work to receive a reward or to avoid a punishment, they do not want to work hard and believe that it is out of her/his control whether they succeed it or not. Therefore, teachers need both intrinsic and extrinsic motivation for doing their job. If the head of the school gives confidence and motivation to teachers, it will positively influence the teaching learning process. So principals' leadership and teacher motivation are positively related to each other and it affects teacher's performance. If school's principal give confidence to teachers then the teachers will do more than their capacities and capabilities

and the standard of education will improve day by day which will lead to the overall school performance towards its target Teachers will be dedicated and devoted to their work and the school will show outstanding results.

Objectives of the study

- i. To find out the perception of teachers about principals' Leadership Qualities at Secondary Level.
- ii. To investigate the motivational level of teachers at secondary level.
- iii. To measure the relationship between principals' leadership qualities and motivation of teachers at secondary level.

REVIEW OF LITERATURE

Leadership has been defined on the basis of behavior, influence and traits over other people occupying an executive position, communication patterns and authenticity of authority and role relationships as supposed by others (Yukl, 1989). According to Levin (2008) leadership is not the trait of persons, but relatively a group practice related to the communication of team members. The definition of leadership has four basic components: leadership occurs in a group context; leadership involves goal achievement; leadership is a process; leadership involves influence. The familiar statement in these definitions is that leadership is an observable fact embodied in the contact between two or more people (Northouse, 2007).

Defining leadership is complicated as it involves a large number of individuals' interaction, which occurs in various sorts of organizations and environments. For many years, the meaning and concept of leadership has been the topic of debate among scholars, thinkers and policy makers. Simple concepts are easily defined but complex concepts such as leadership has been defined more loosely. There are many definition of leadership, but no one definition has become widespread that is why the notion of leadership is so subjective and illogical(Foo &Hoo, 2012).

It is obvious that motivation would improve the school setting and classroom instructions in the classroom. It is to make sure that workforce are capable to look ahead of their self-interests for the improvement of the organization, transformational leaders determine more than one way to fulfill the objective they set for the group. Transformational leadership does not consider teachers as inferior to the organization, but rather providing opportunities to teachers in participating schools' decisions. Leaders can be charismatic in their view about the followers and motivate the individual; they fulfill the stimulating requirements of each employee to offer logical motivation. Creating and achieving magnetism with each of the workers is the core of transformational leadership. Staff requires recognizing and correlating with somebody they can look up to and trust through logical encouragement, a principal educates and manages previous troubles in current methods and taking into consideration the complexities in crisis solving and pinpoints their realistic solutions (Sergiovanni, 2009).

That school leadership is succeeding to classroom teaching as the main feature that's what helps students studying in the school. In addition, there are three recognized methods of successful leadership which are considered as the hub of a transformational leader: (a) helping team members to set up and understand that the basic objectives of a collective vision for the school, (b) the competence of those within the school building and use its strengths in decision-making, and (c) to strengthen the tradition of school change organizational differentiation and build common processes (Patton, 2011).

According to Koontz and Donnell, principal has the skill and the practice of impacting individuals to work together happily to achieve familiar goals. Effective principals are important for improving the usefulness and neutrality of instruction, as a key negotiator between the individual, classroom, school and the overall educational system as a whole (Pont, Nusche & Moorman, 2008).

Marzano, Waters and McNulty (2005) prepared a file of twenty one jobs that is required for successful school leadership. They made a plan which a school principal can pursue to increase the achievement of students in schools. Their arrangement for valuable school leadership incorporated five steps that had the above tasks for efficient school leadership incorporated through this list. These points included in developing a strong school leadership squad, issue some tasks among the leadership team, choosing the specific job, recognizing the array of importance implied by the superior job and matching the organization style to the series of importance of the modified course. Practicing these five points, Marzano assumed that would guide to useful school leadership.

School leadership has been acknowledged as an essential idea in the lives of teachers by policy makers, parents, students, researchers and practitioners. Over the last ten years, the occupation which would be recognized as leadership has not been constantly referred as such by some scholars. Leadership was not removed from organization and management. Management, leadership and administration were used side by side when referring to

the school organization. Though, latest researches regarding leadership pointed out that leadership concept are now being re-innovated (Leithwood & Jantzi, 2000).

An institution's success is considered by its management and administration. Therefore, administration needs competent leaders to take them on the way to achieve. In this sagacity, leadership style is one of the main features shaping the success of any leader. Leadership style reflects a manager's behavior that how he manages work, which influence the management of employees as well as the institution. On the other hand, Subramaniam (2011) stated the importance of studying leadership styles for the reason of its significance in an institution's success. In educational system the teacher needs high achievement motivation to achieve the school goals. Achievement motivation is a conduct related with outstanding performance, and we want this in our educational institutions. In addition, for successful performance motivation is the main factor in this regard (Johnson, 2007).

The secondary school principals play an important role in fulfilling the objectives of the whole secondary school. On the other hand, the role of the principal has turn out to be more complex that the principal wants to share the responsibilities with the staff in the school through delegation. While delegation concerned with the empowerment of staff as mentioned earlier, there are certain factors which should be taken into consideration such as defining the delegated task, ability, and concentration of the person to be delegated the duty. It is further stated that delegation generally began with the recognition of an individual suitable to carry out a particular job. The individual required to be ready, and above all, delegated the authority in order to carry out the job accurately. Further, delegation required the leader to monitor and support the improvement, and once the job were concluded, to recognize that the task was done effectively (Eyre & Petting, 2009).

Assigning the responsibility to teachers and other personnel in the school relieves the principal from the burden of work. If delegation of responsibility was not useful it could lead to work overload, inaccurate or delayed decisions, stress, hatred, doubt and low morale among the staff. It was also clear that, devoid of successful delegation by school management, cases of disharmony, ineffectiveness and a poor working atmosphere could result. Although the significance of delegation of responsibility in schools was widely accepted, there were still hurdles that affected the effectiveness of delegation. There was, therefore, need to establish whether principals were not ready to delegate some tasks and find out barriers to delegation of responsibility. Delegation as a principal's tool to achieve organizational objectives which involves engaging other individual with a job and the delegate remains answerable. Delegation is the principal's tool to success and it benefits each and every individual. Also the more frequently a leader delegates power and responsibilities to the staff, they become more skilled and remain involved and, motivated (Akomolafe, 2004).

Motivation can be considered as a "stimulant of behavior" from a psychological point of view. Instead it can also be measured as the preference of a personality to extend an effort to work. This work considers both definitions as relevant to the research background, who prepared the frame of inherent stimulus recommended that the result of intrinsic motivation on individual's experiences is associated with four intrinsic rewards which one gets during the working environment (Heery & Noon 2001).

Motivation is the external and internal characteristics that translate the priority and behavior of an individual. Motivation is the power that compels a person to work in a particular way to be approachable towards it. The desire and needs that makes the basis of the idea of inspiration is mostly fashioned by the societal integrity, traditions and composition to which a person belongs along with the affecting and sacred chemistry of the individual. An individual's motivation is strongly associated to every item that a person establishes relationship with. In addition to this, previous experiences, corporal setting, individual circumstances and individual behaviors are associated with motivation (Covey, 2004).

Teachers' motivation is related with teachers' approach to work. According to Tracy (2000) motivation as that entire internal forceful environment mentioned as wish to arouse the importance of an individual in a job. In fact, stimulated workforce has a sense of professionalism and is totally dedicated to teaching. In this regard, it is acknowledged the subsequent signs of a towering self-confidence that is strongly associated to successful motivation: outstanding performance and the reliable attainment of consequences, a hopeful approach regarding dilemma solving and an eagerness to acknowledge accountability and provide accommodation alteration. That will add to the useful understanding of the organizational goals, vision and mission. As a result, in professional organizations with well-committed and motivated teachers, there is also a valuable environment of schooling is required (Steyn, 2002).

RESEARCH METHODOLOGY

The research work was descriptive in nature. Purpose of the study was to determine the principal's leadership qualities and its relationship with teachers' motivation at secondary level. For collection of data two questionnaires were used one each for principal and teacher. All 69 the principals and 1270 teachers of boys' secondary school of

district Mardan constituted as population of the study. The researcher used simple random sampling techniques for the selection of sample. Sample of study consist of 50% Principals' and 25 % teachers. Data was collected through administering the questionnaires validated through the pilot testing. For that purpose the researcher has visited the entire sample schools and respondents personally

Data analysis

Table No. 1: The principal influences on Teachers' better performance.

Respondents	No	SDA	DA	U	A	SA	df	Chi-Square value	P-value
Teachers	315	16	15	30	118	136	04	221.524	0.000*
Principals	35	01	01	02	12	19	04	38.000	0.000*

Level of Significance 0.05

df=04

Table No.1 shows that a statement was asked from 315 secondary school teachers. As a result of this, 16 teachers opted for Strongly Disagree, 15 opted Disagree, 30 opted for Un-decided, 118 opted agree and 136 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 221.524. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported. The same statement was also asked from 35 principals. As a result of this 01 principal opted for Strongly Disagree, 01 opted Disagree, 02 opted for Un-decided, 12 opted for agree and 19 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 38.000. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported.

Table No. 2: The principal has a perception about school to be a better place for motivation.

Respondents	No	SDA	DA	U	A	SA	df	Chi-Square value	P-value
Teachers	315	15	32	43	120	105	04	137.746	0.000*
Principals	35	01	02	01	16	15	04	34.571	0.000*

Level of significance= 0.05

df=04

Table No. 2 indicates that a statement was asked from 315 Govt. School Teachers. As a result of this 15 teachers opted for Strongly Disagree, 32 opted Disagree, 43 opted for Un-decided, 120 opted agree and 105 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 137.746. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported. The same statement was also asked from 35 principals. As a result of this 01 principal opted for Strongly Disagree, 02 opted Disagree, 01 opted for Un-decided, 16 opted for agree and 15 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 34.571. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported.

Table No. 3: The principal seeks advices of teachers in making decisions.

Respondents	No	SDA	DA	U	A	SA	Df	Chi-Square value	P-value
Teachers	315	18	35	35	131	96	04	147.714	0.000*
Principals	35	01	01	01	16	16	04	38.571	0.000*

Level of significance= 0.05

df=04

Table No. 3 indicates that a statement was asked from 315 Govt. School Teachers. As a result of this 18 teachers opted for Strongly Disagree, 35 opted Disagree, 35 opted for Un-decided, 131 opted agree and 96 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 147.714. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported. The same statement was also asked from 35 principals. As a result of this 01 principal opted for Strongly Disagree, 01 opted Disagree, 01 opted for Un-decided, 16 opted for agree and 16 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 38.571. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported.

Table No. 4: The principal supports teachers' ideas in school matters.

Respondents	No	SDA	DA	U	A	SA	Df	Chi-Square value	P-value
Teachers	315	18	38	70	109	80	04	81.016	0.000*
Principals	35	01	01	02	18	13	04	36.286	0.000*

Level of significance= 0.05

df=04

Table No. 4 indicates that a statement was asked from 315 Govt. School Teachers. As a result of this 18 teachers opted for Strongly Disagree, 38 opted Disagree, 70 opted for Un-decided, 109 opted agree and 80 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 81.016. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported. The same statement was also asked from 35 principals. As a result of this 01 principal opted for Strongly Disagree, 01 opted Disagree, 02 opted for Un-decided, 18 opted for agree and 13 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 36.286. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported.

Table No. 5: The principal accepts new ideas of his teachers.

Respondents	No	SDA	DA	U	A	SA	Df	Chi-Square value	P-value
Teachers	315	22	48	60	100	85	04	59.810	0.000*
Principals	35	01	01	01	17	15	04	38.857	0.000*

Level of significance= 0.05

df=04

Table No. 5 indicates that a statement was asked from 315 Govt. School Teachers. As a result of this 22 teachers opted for Strongly Disagree, 48 opted Disagree, 60 opted for Un-decided, 100 opted agree and 85 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 59.810. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported. The same statement was also asked from 35 principals. As a result of this 01 principal opted for Strongly Disagree, 01 opted Disagree, 01 opted for Un-decided, 17 opted for agree and 15 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 38.857. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported.

Table No. 6: The principal encourages staff's views in meetings regarding administration.

Respondents	No	SDA	DA	U	A	SA	Df	Chi-Square value	P-value
Teachers	315	16	28	67	92	112	04	106.889	0.000*
Principals	35	01	01	01	12	20	04	34.571	0.000*

Level of significance= 0.05

df=04

Table No. 6 indicates that a statement was asked from 315 Govt. School Teachers. As a result of this 16 teachers opted for Strongly Disagree, 28 opted Disagree, 67 opted for Un-decided, 92 opted agree and 112 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 106.889. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported. The same statement was also asked from 35 principals. As a result of this 01 principal opted for Strongly Disagree, 01 opted Disagree, 01 opted for Un-decided, 12 opted for agree and 20 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 34.571. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported.

Table No. 7: The principal considers all the aspects while taking decisions.

Respondents	No	SDA	DA	U	A	SA	Df	Chi-Square value	P-value
Teachers	315	14	36	36	152	77	04	190.095	0.000*
Principals	35	01	02	01	15	16	04	34.571	0.000*

Level of significance= 0.05

df=04

Table No.7 indicates that a statement was asked from 315 Govt. School Teachers. As a result of this 14 teachers opted for Strongly Disagree, 36 opted Disagree, 36 opted for Un-decided, 152 opted agree and 77 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 190.095. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported. The same statement was also asked from 35 principals. As a result of this 01 principal opted for Strongly Disagree, 02 opted Disagree, 01 opted for Un-decided, 15 opted for agree and 16 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 34.571. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported.

Table No. 8: The principal checks teachers' work on regular basis to assess their progress in teaching.

Respondents	No	SDA	DA	U	A	SA	Df	Chi-Square value	P-value
Teachers	315	15	41	64	150	45	04	169.556	0.000*
Principals	35	01	01	06	20	07	04	34.571	0.000*

Level of significance= 0.05

df=04

Table No. 8 indicates that a statement was asked from 315 Govt. School Teachers. As a result of this 15 teachers opted for Strongly Disagree, 41 opted Disagree, 64 opted for Un-decided, 150 opted agree and 45 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 169.556. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported. The same statement was also asked from 35 principals. As a result of this 01 principal opted for Strongly Disagree, 01opted Disagree, 06 opted for Un-decided, 20 opted for agree and 07 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 34.571. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported.

Table No. 9 The principal monitors teachers to ensure that they are performing well.

Respondents	No	SDA	DA	U	A	SA	Df	Chi-Square value	P-value
Teachers	315	24	32	59	123	77	04	99.905	0.000*
Principals	35	02	01	04	19	9	04	31.143	0.000*

Level of significance= 0.05

df=04

Table No. 9 indicates that a statement was asked from 315 Govt. School Teachers. As a result of this 24 teachers opted for Strongly Disagree, 32 opted Disagree, 59 opted for Un-decided, 123 opted agree and 77 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 99.905. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported. The same statement was also asked from 35 principals. As a result of this 02 principal opted for Strongly Disagree, 01opted Disagree, 04 opted for Un-decided, 19 opted for agree and 09 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 31.143. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported.

Table No. 10: The principal observes teachers’ problems at various angles.

Respondents	No	SDA	DA	U	A	SA	Df	Chi-Square value	P-value
Teachers	315	24	48	63	115	65	04	70.698	0.000*
Principals	35	01	02	03	18	11	04	30.571	0.000*

Level of significance= 0.05

df=04

Table No. 10 indicates that a statement was asked from 315 Govt. School Teachers. As a result of this 24 teachers opted for Strongly Disagree, 48 opted Disagree, 63 opted for Un-decided, 115 opted agree and 65 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 70.698. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported. The same statement was also asked from 35 principals. As a result of this 01 principal opted for Strongly Disagree, 02 opted Disagree, 03 opted for Un-decided, 18 opted for agree and 11 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 30.571. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported.

Table No. 11: The principal supervises teachers’ lesson plan in class.

Respondents	No	SDA	DA	U	A	SA	Df	Chi-Square value	P-value
Teachers	315	29	59	78	106	43	04	57.873	0.000*
Principals	35	02	05	07	14	07	04	11.143	0.000*

Level of significance= 0.05

df = 04

Table No.11 indicates that a statement was asked from 315 Govt. School Teachers. As a result of this 29 teachers opted for Strongly Disagree, 59 opted Disagree, 78 opted for Un-decided, 106 opted agree and 43 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 57.873. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported. The same statement was also asked from 35 principals. As a result of this 02 principal opted for Strongly Disagree, 05 opted Disagree, 07 opted for Un-decided, 14 opted for agree and 07 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 11.143. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported.

Table No. 12: The principal checks teaching learning activities in school.

Respondents	No	SDA	DA	U	A	SA	Df	Chi-Square value	P-value
Teachers	315	22	43	59	122	69	04	89.111	0.000*
Principals	35	03	01	02	15	14	04	27.143	0.000*

Level of significance= 0.05

df=04

Table No. 12 indicates that a statement was asked from 315 Govt. School Teachers. As a result of this 22 teachers opted for Strongly Disagree, 43 opted Disagree, 59 opted for Un-decided, 122 opted agree and 69 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 89.111. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported. The same statement was also asked from 35 principals. As a result of this 03 principal opted for Strongly Disagree, 01 opted Disagree, 02 opted for Un-decided, 15 opted for agree and 14 opted strongly agree. Chi-Square test was applied on the data. After the application of statistical test, Chi-Square value was calculated 27.143. It indicates that calculated value is greater than the table value 9.488. Hence the statement was supported.

Conclusions

On the basis of findings the following conclusions were drawn.

- It was concluded from the finding of the study that principals have influence on teachers' performance, motivation and developing new ideas about school.
- Majority of the respondents were of the opinion that the principal's meetings with staff on regular basis have greater effect on knowing and resolving teachers' problems and issues.
- Majority of the respondents opined that the principal has the ability to express the school vision and to achieve high standard of excellence.
- It was concluded that principal seeks teachers' advices in making final decisions about school.
- Majority of the respondents were of the view that principal accepts innovative ideas of teachers that are in best interest of the school and has far reaching effects on students' academic performance.
- It was concluded that for better schooling environment the principal monitors teachers' lesson plan and staff irregularities in school.
- It was concluded from the finding of the study that for improving the performance of teachers in school their overall teaching learning activities were checked from various angles.
- Majority of the respondents reported that principal checks the overall school record like teachers and students attendance, log book, fund, stock and withdrawal register.
- It was concluded from finding of the study that principal shares responsibilities with teachers according to the abilities and experience of teachers.
- Maximum sample respondents reported that the principal reward teachers for their better performance.
- It was concluded that the principal's supervision provides strong foundation to teachers' responsibilities.

Recommendations

On the basis of conclusions the following recommendations were made.

- The study revealed that the Principal has influence on teachers' performance, new ideas, high standards of excellence and clarity about school vision. It is recommended that the principal should go hand in hand with the suggestions and pieces of advice given by the teachers.
- It was found in the study that principal has the ability to take decision, support new ideas and make plans before taking decisions. It is recommended that the democratic mode of taking decisions will motivate teachers for the overall grooming of students academic performance.
- Findings revealed that by regular monitoring of teachers' communication skills and performance in the class will enhance their motivation. Therefore meetings should be held in order to appreciate and reward the teachers to produce better outcome by producing better students' result.
- The current study resulted that principal delegate's power to teachers, rewards teachers for their better performance, shares responsibilities with them according to their experience and ability. It is recommended that along with the above authorities the principal should also facilitate teachers by providing funds which will enhance the teachers interest in overall school performance.

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