Principals' Empowering Leadership Practices and Teachers' Job Performance in Public Senior Secondary Schools, Education District II, Lagos, Nigeria

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Abstract: This study examine the relationship between principals' empowering leadership practices and teachers' job performance in public senior secondary schools, Education District II, Lagos, Nigeria. Two hypotheses (tested at 0.05 level of significance) were set to serve as guides for the study. Correlational and descriptive research designs were adopted, its population comprised 53 Principals, and 3,342 teachers in public senior secondary schools in Lagos State Education District V. The sample size for the study through the use of Yaro Yameni was 358. Two main instruments were used to collect data after ensuring their validity and establishing their reliability using test-retest method. These included 'Principals' Empowering Leadership Practices Questionnaire (PELPQ) and Teachers' Job performance Questionnaire (TJSQ). Analysis was carried out using Pearsons Product-Moment Correlation Analysis using the Statistical Package for Social Science (SPSS) version 24.0. Findings indicate that there was a negative and weak correlation between innovative behaviour and teachers' job performance ($r = -.385$, $P<.000$); and study further found that a strong correlation between job autonomy and teachers' job performance ($r = .960$, $P<.000$). The study concludes that principals empowering leadership practices viz: practice of professional development, innovative behaviour and job autonomy enhance teachers' job performance. The study therefore recommended that school principals must attend leadership development programmes, specifically leadership coaching, which also prepare managers for school organisation challenges.
Keywords: Empowering leadership, Professional development, Innovative behaviour, Job autonomy.

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INTRODUCTION

Recently, there has been a lot of discussion in the literature on the leadership role that school principals play in the success and growth of their institutions (Abdurrezzak & Uğurlu, 2016; Cerit & Yıldırım, 2017; May & Supovitz, 2011; Setwong & Prasertcharoensuk, 2013; Tatlah & Iqbal, 2012). Nonetheless, school leadership has to evolve and develop, just as in every other part of society. School administrators found it challenging to handle all of the administration and leadership duties of the school by themselves in an environment that was becoming more complicated (Carter, 2016; Dilekçi & Sezgin Nartgün, 2020). authority sharing has become more important in this setting, and authoritarian or hierarchical leadership approaches that concentrate organisational authority are outdated (Elmazi, 2018; Moran, 2015; Pan, 2007). The idea of "teacher empowerment" became prominent as a result of this change (Blase & Blase, 2001). Regarding educational institutions, teacher empowerment gave rise to empowering leadership (Çelik & Konan, 2020).

The effectiveness of a principal at a school as a leader (Maxfield & Flumerfelt, 2009; Muzvidziwa, 2014), the school as an organisation, and eventually the establishment of a more favourable atmosphere for learning have been linked to empowered teachers (Aliakbari & Amoli, 2016; Lutsilili et al., 2014). These factors are necessary for accomplishing the anticipated results from continuing reform initiatives in education systems (Lee & Nie, 2016). One of the finest ways for the school to accomplish its purpose and objectives is to empower teachers (Blase & Blase, 2001).

Additionally, via delegating tasks and responsibility, employee empowerment evolved into the primary model of enabling leadership to promote individual inspiration at work (Cheong, et al., 2019). Empowering leadership is characterized by unique styles as well. It is essential for improving employee engagement, performance, and capacity to remove barriers. Hence, managers may share and maintain their control over staff members by using empowering leadership as a technique. Sharing authority and control between managers and staff members is the essence of empowering leadership (Rao Jada, Mukhopadhyay, & Titiyal, 2019).

The idea of empowering leaders is to help workers become more independent, discretionary, in charge, and capable of making decisions so they may be included in the process of making decisions (Albrecht & Andreetta, 2011; O'Donoghue & van der Werff, 2021). The empowering actions of leaders often improve the feeling of self-worth and self-concept among their workforce. Additionally, it fosters autonomy-related circumstances like self-management, opportunity thinking, and engaging work by encouraging their colleagues to see subpar performances as teaching moments. Therefore, in order to increase their competence and contribution, workers need to have greater authority.

Especially in an academic setting, empowered leaders tend to assign tasks to their followers, involve them in decision-making, offer support, and increase job autonomy. These actions can inspire teachers in addition to producing other favourable results (such as improved job performance and satisfaction; Wang and Yang, 2021). Competence, meaning, autonomy, and effect are said to make up EL (Kim et al., 2018; Knezović & Musrati, 2018; Limon, 2022).

Principals' empowering leadership practices have a direct impact on teachers' job performance in several ways. Firstly, when teachers are given autonomy and decision-making authority, they are more likely to feel a sense of ownership and responsibility for their work. This autonomy can lead to increased creativity, initiative, and commitment to achieving educational

goals. Additionally, when principals support and trust their teachers, it creates a positive psychological impact, leading to higher job performance and lower levels of burnout.

Empowering leadership also involves collaborative decision-making processes where principals and teachers work together to set goals, develop curriculum, and improve instructional practices. When teachers are involved in these decision-making processes, they feel valued and respected, leading to a greater sense of commitment and investment in the school's mission. This collaborative approach can also result in the implementation of more effective and tailored teaching strategies that meet the diverse needs of students.

Moreover, empowering principals prioritize the professional growth and development of their teachers. By providing opportunities for professional learning, mentoring, and constructive feedback, principals can enhance teachers' skills and competencies. This investment in professional development not only improves teachers' instructional practices but also contributes to their overall job performance and commitment to the school.

As leaders in education, principals are essential to the school's success. Establishing and communicating plans for effective teaching among all staff members, monitoring student learning progress, closely collaborating with parents, creating a vibrant environment that encourages cooperation and innovative problem solving, setting appropriate curriculum implementation mechanisms, and possessing a didactic quality of leadership that takes responsibility for students' achievement are all important aspects of building a strong educational culture. The delegation and sharing of decision-making methods by principals, which increase teachers' work possibilities, job happiness, career dedication, and intention to finish the programme of study contents on time, is crucial to the curriculum's effective implementation. In this sense, it is rare to see most administrators working in their offices; they neither provide tasks to their instructors nor provide them with adequate communication.

Research Hypotheses

The following hypotheses were formulated to guide this study:

HO$_1$: There is no significant relationship between innovative behaviour and teachers' job performance in public senior secondary schools, Education District II, Lagos, Nigeria.

HO$_2$: There is no significant relationship between job autonomy and teachers' job performance in public senior secondary schools, Education District II, Lagos, Nigeria.

Literature Review
The Concept of Empowerment and Empowering Leadership

Organisations have been developing employees' cognitive levels since the 1980s. Additionally, the idea of empowering leadership emerged (Hoang, et al., 2021). Additionally, via delegating tasks and responsibility, employee empowerment evolved into the primary model of enabling leadership to promote individual inspiration at work (Cheong, et al., 2019). Empowering leadership is characterized by unique styles as well. It is essential for improving employee engagement, performance, and capacity to remove barriers. Hence, managers can collaborate and maintain their control over staff members by using empowering leadership as a technique. Sharing authority and control between managers and staff members is the essence of empowering leadership (Rao Jada, Mukhopadhyay, & Titiyal, 2019).

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decisions (Albrecht & Andreetta, 2011; O'Donoghue & van der Werff, 2021). The empowering actions of leaders often improve the feeling of self-worth and self-concept among their workforce. Additionally, it fosters autonomy-related circumstances like leadership within oneself, opportunity thinking, and engaging work by encouraging their colleagues to see subpar performances as teaching moments. Therefore, in order to increase their competence and contribution, workers need to have greater authority.

In order to foster a sense of independence, motivation, and the ability to work independently within the confines of overarching organisational goals and strategies, leaders can empower those who report to them through power sharing, development support, and motivation support.

The core tenets of 21st-century leadership are: fostering cooperation, serving as a coach, motivating and empowering people, sharing knowledge at all levels, developing managers at all levels, and formulating a change agenda. Decision-making would not revolve on leaders, and they would not be concerned with dominating, directing, or acting in a superior manner. By empowering others, a leader gives permission to carry out their responsibilities and make choices on their behalf. According to Zhang and Zhou (2014), an empowering leadership style involves "sharing power to enhance employees' motivation and investment in their work." Their feeling of self-worth is bolstered when they feel powerful because they believe their job matters. Employee proactiveness has increased, with many looking for innovative solutions to difficulties they face at work and continuously attempting to enhance the quality of their work (Humborstad, 2014). Empowering leadership has also become a significant role in enhancing job performance.

Innovative Behaviour

According to Dahiya (2019), innovative behaviour is the introduction of a new and valued notion via the adoption of unique or modified approaches, techniques, practices, goods, and services. It is seen to be an important and constructive catalyst for the required adjustments (Serdyukov, 2017). Progress is facilitated by innovation, and a country's future is shaped in its educational system (Dahiya, 2019). Innovation is judged according to its potential influence, freshness, and originality. Since discoveries often involve a large time and money commitment, it becomes critical to evaluate the costs and implications of an innovation, both immediate and long-term. Innovation has the potential to revolutionize a number of industries, including educational services (Serdyukov, 2017).

To innovate is to depart from the status quo and come up with new concepts that allow for the completion of tasks in innovative ways. Any invention's main goal is to offer something new that is different from what has already been done, whether that difference is in quantity, quality, or both. Innovation must be used via broad adoption and quick diffusion in order to have a major revolutionary effect (Serdyukov, 2017). Thus, innovative thinking may result in significant improvements and breakthroughs in a range of fields, which benefits the community as entirety. According to Al-Omari et al. (2019) and Muchiri et al. (2020), an organisation's performance and overall organisation continuity in a competitive environment are significantly influenced by the innovative behaviour of its personnel. This behaviour includes coming up with concepts, procedures, goods, or services that begin with recognizing issues and coming up with original solutions (Al-Omari et al., 2019).

Better organisational performance is the result of such behaviour (Ranasinghe & Samarasinghe, 2019). Managers must engage in

employee development by building personal interactions with staff members to comprehend their capabilities and talents in order to encourage innovative behaviour (Opoku et al., 2019). Employees that exhibit innovative behaviour are better able to improve efficiency, quality, and efficiency in general by updating procedures, coming up with new ideas, and adopting innovative mindsets (Javed et al., 2021). According to Stock et al. (2017), innovative behaviour includes a variety of activities, including actively searching for new possibilities and presenting novel concepts to capture customers. Rapid changes will unavoidably have an influence on schools, hence innovation is essential to ensuring their survival (Hepp et al., 2015).

Innovation and experimentation in a variety of areas pertaining to education and school administration are welcome from both educators and educational institutions. This strategy seeks to improve institutional effectiveness and deal with issues that arise in regular teaching procedures (Dahiya, 2019). A variety of areas, such as theory and practice, curriculum, teaching and learning strategies, policies, technological integration, institutional management, organisational culture, and teacher professionalism, may be the focus of innovation in education (Serdyukov, 2017). Three essential parts make up the innovation process: coming up with ideas, putting those ideas into action, and assessing the outcomes of the changes these ideas have caused. Increasing effectiveness, productivity, and the general excellence of learning experiences is the aim of educational innovation (Serdyukov, 2017). Schools may adjust to the changing requirements of students and teachers by consistently looking for innovative and innovative ways to teach, which will eventually promote an atmosphere of ongoing growth and progress.

Job Autonomy

Employees that have job autonomy have complete control over their responsibilities, roles, and working methods. They can also make decisions that contribute to their high levels of commitment and satisfaction (Suárez-Albanchez, Jimenez-Estevez, Blazquez-Resino, & Gutierrez-Broncano, 2022; Zhou, Li, & Gong, 2019). Numerous research have shown the value of work autonomy. job efficiency and employee well-being are positively correlated with increasing job autonomy inside organisations (Langfred, 2000). The workers' behaviour, performance, and emotional and physical well-being might all be impacted by a lack of autonomy. An increase in job autonomy at work lowers the likelihood of mishaps, injuries, and disputes (Nahrgang, Morgeson, & Hofmann, 2011).

According to researchers, the idea of job autonomy refers to the aspect of a job or task where workers see themselves as completely autonomous, free, self-directing, and entitled to choose what they do at work. It is believed that in order to satisfy the fundamental requirements of work autonomy, job descriptions have to be evaluated on a frequent basis. Organisations should use this procedure in all circumstances, but particularly in times of crisis like the COVID-19 epidemic (Spagnoli & Molinaro, 2020). For this reason, managers see autonomy on the job as a crucial role and a strategic tool that aids in organisations' and workers' ability to adjust to changing conditions. It may lessen workers' emotional tiredness at work (Spagnoli & Molinaro, 2020).

"The ability to develop appropriate skills, knowledge and attitudes for oneself as a teacher, in cooperation with others" is how Smith (2000, p. 89) defines the idea. The following six attributes of teacher autonomy are also listed by Smith (2001, p. 5):
a. self-directed professional action;
b. the ability for autonomous professional action;

c. the right to control over professional action;
d. self-directed professional development;
e. the ability for autonomous competent advancement; and
f. independence to regulate over continuing education.

Teacher autonomy was defined as "the capacity of teachers to engage in self-directed teaching" (Little, 1995), "teachers' ability to develop appropriate skills, knowledge, and attitudes" (Smith, 2000); and as "a teacher's ability and willingness to help learners take responsibility for their own learning" (Thavenius, 1999).

METHODS
This study adopts descriptive survey research design. Descriptive survey gives room to study both small and large population through a careful study of the sample chosen in other to discover the relative incidence and distribution of variables. The researcher intend to use this type of survey design for this study as it will help to limit the response of the respondents to the scope to which this study is about to be conducted.

The population for this study consists of all principals and teachers in the public secondary schools in Lagos State Education District II. The total population of principals in senior secondary school Education District II, Lagos State are fifty three and that of teachers are three thousand three hundred and forty two (Lagos State Education, 2023). Therefore the total population of the study is three thousand three and ninety five.

To total population of principals in Education District II was utilised for this study due to their small size while the sample size of teachers was deduced using Yaro Yamen formula was utilised and the reason for using this method is due to the credibility of the method which has been proven to be worth relying on according to experts in research methodology and the formula and solving is displayed below:

$$n = \frac{N}{I+N(e)2}$$

where:
n = Sample size
N Total population = 3395
e = error margin = 0.05

$$n = \frac{3395}{1+3395(0.05)2}$$

$$n = \frac{3395}{9.4875} = 358$$

The total sample size utilised for this study is 358 and the sample technique that is used for this study is the simple random technique and the reason for proposing this technique is that it will give equal opportunity to the entire respondents to participate in the study without bias.

Self-structured questionnaires titled "Principals' Empowering Leadership Practices Questionnaire (PELPQ)" and "Teachers' job performance Questionnaire (TJSQ)" will be used for collection of data. This questionnaire was in two sections. Section A was on demographic data while section B will be on the variables selected from the study. The questionnaires were developed in line with Likert-type such as Strongly Agree (SA); Agree (A); Disagree (D) and Strongly Disagree (SD) as exemplified below;
1. Strongly Agree   SA
2. Agree   A
3. Disagree   D
4. Strongly Disagree   SD
Responses would be scored by indicating appropriate information with (√).

To ensure the validity of the research instrument, the questionnaire was developed by the researcher and was given to the supervisor for necessary corrections, additions and modifications before final administration of the questionnaire.

To ensure the reliability of the study instrument, a pilot study was

conducted by the researcher to test the outcome, using the test re-test method to arrive at the reliability of the instrument. The instrument was subjected to Pearson Product Moment Correlation Co-efficient for further reliability test.

Test-retest reliability method was conducted within an interval of two weeks to establish the reliability of the instrument. The questionnaire was administered to twenty participants for the first time. After a period of two weeks, the same questionnaire was administered to the same participants. The data generated were subjected to Pearson moment correlation coefficient to ascertain the consistency of the instrument and the coefficient of each of the variables are presented below:

Variables	Coefficient
Principals' Empowering Leadership Practices	0.83
Teachers' job performance	0.81

The questionnaire was administered by hand to the respondents. The researcher administered the questionnaire herself, with the assistant of two research assistants by visiting the sampled schools. Copies of the questionnaire were distributed and collected by the researcher.

Both descriptive and inferential statistics was employed to analyse data collected; respondents' bio-data and research questions was answered using descriptive such as simple percentages, while the four hypotheses formulated was tested using Pearson Product Moment Correlation Co-efficient. All hypotheses would be tested at 0.05 level of significance with the aids of Statistical Package for Social Science (SPSS) Version 23.0.

RESULT AND DISCUSSION

Testing of Hypotheses
Table 1: Correlation Showing Relationship between Innovative Behaviour and Teachers' Job Performance in Public Senior Secondary Schools in Education District II, Lagos State

Innovative Behaviour	Pearson Correlation
	Sig. (2-tailed)
	N
Teachers' Job Performance	Pearson Correlation
	Sig. (2-tailed)
	N

**. Correlation is significant at the 0.01 level (2-tailed).

The result of the Pearson's moment correlation shows that there is a negative weak correlation between innovative behaviour and teachers' job performance but there is a statistically significant relationship between innovative behaviour and teachers' job performance (r = -.385, P<.000). Hence H_0 was rejected. This shows that there is a significant relationship between innovative behaviour and teachers' job performance.

Table 2: Correlation Showing Relationship between Job Autonomy and Teachers' Job Performance in Public Senior Secondary Schools in Education District II, Lagos State

Job Autonomy	Pearson Correlation
	Sig. (2-tailed)
	N
Teachers' Job Performance	Pearson Correlation
	Sig. (2-tailed)
	N

**. Correlation is significant at the 0.01 level (2-tailed).

The result of the Pearson's moment correlation shows that there is a strong correlation between job autonomy and teachers' job performance but there is a statistically significant relationship between job autonomy and teachers' job performance (r = .960, P<.000). Hence H_0 was rejected. This shows that there is a significant relationship

between job autonomy and teachers' job performance.

Chan and Rasli (2014) observed in their earlier study that employees who have been with a organisation longer tend to exhibit more innovative work practices. The findings demonstrated that innovative work practices significantly and favorably impacted teachers' effectiveness. An innovative growth mindset teacher believes that they can become better teachers with dedication, hard work, and feedback from others. Because they may learn from aspects of innovative work behaviour, they also put a high value on self-improvement (Yanuar Mufti et al., 2019). By doing this, individuals will cultivate a growth mentality that makes them more receptive to obstacles. Putting educators in line with the idea of "the right people with the right job" is another effective strategy for fostering creativity and innovation. Because effective instructor placement will minimize monitoring and provide each person more freedom to solve difficulties on his own at work. Additionally, it inspires educators to use their diverse innovative faculties to enhance their performance in the classroom. This is the motivation behind any educator that employs innovative behaviour—having the guts to go outside of their comfort zone and support the development of a flourishing mindset—in order to assist students consistently improve their performance. The present study's findings are consistent with other studies indicating that innovative work behaviour by educators directly and significantly improves the performance of teachers (Lathifah & Kurniawati, 2021; Purwanto, Asbari, et al., 2020).

In the second hypothesis, the results of this research contradict those of Pearson and Moomaw (2005), who argued that there was no evidence of a favourable association between job performance and curricular autonomy. Additionally, study by Koustelios, Karabatzaki, and Kousteliou (2004) shown a favourable

correlation between teacher autonomy and several areas of work performance. The results of this research are consistent with Federici's (2013) findings, which showed a favourable relationship between teacher autonomy and job satisfaction and performance. Furthermore, autonomy places instructors in very different circumstances depending on whether they have high or low competence standards, according to Skaalvik and Skaalvik (2014). Teachers who have low standards for mastery may be able to conceal their perceived weaknesses and inadequacies and avoid difficulties by exercising autonomy. In the near term, this self-defense tactic could improve work satisfaction and lessen emotional tiredness. Avoiding problems, meanwhile, might also stand in the way of one's own growth and learning, which is likely to contribute to a dissatisfied work life. Therefore, autonomy could not be good for students' learning and growth over time for instructors who have low standards for competence.

CONCLUSION
According to the study's findings, educators perform better on the job when their administrators use empowering leadership techniques, such as encouraging innovative behaviour and work autonomy. To put it another way, teachers execute their jobs extraordinarily well the more empowered they are. Principals can empower teachers to perform better by giving them greater power and accountability, sharing knowledge, supporting professional development, allowing them to participate in decision-making, modeling innovative behaviour, giving them job autonomy, and offering guidance for innovative performance.

The recent research added to our understanding of how teacher empowerment affects organisational results in schools. The correlations between these characteristics have not been studied before, despite a

comprehensive examination of the literature, therefore this research has made a significant contribution to the literature on educational leadership.

RECOMMENDATIONS

1. Principals of schools should to participate in leadership development programmes, particularly management training, which also equips managers to handle organisational difficulties in schools. School leaders should be taught empowerment tactics as part of their leadership coaching.

2. Since setting an example for others is a key component of being a successful manager, leadership development programmes must include elements like enlightening and guiding by example.

3. Managers or principals of schools should provide their instructors the freedom to engage completely in their work and, where feasible, acknowledge them.

4. The school administration should also recognize worthy educators and provide them with professional growth chances.

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