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SELF-EFFICACY AND LEADERSHIP STYLES AS DETERMINANTS OF TEACHERS PRODUCTIVITY IN IBADAN METROPOLIS, OYO STATE, NIGERIA

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ABSTRACT

The study explored self-efficacy and leadership styles as determinants of teachers' productivity in Ibadan Metropolis, Oyo State, Nigeria. The study employed descriptive survey research design of an ex-post facto approach. Both probability and non-probability sampling procedures were used to sample one-hundred and fifteen respondents, while adapted and self-designed quantitative instrument was used to obtain information from the participants. Simple percentage, regression and analysis of variance were used to analyse the generated data. The results show that the majority of the sample are females (56%), hold First Degrees/HND (88%), and have 1-5 years of teaching experience (41%). The results indicated that transformational leadership style (β = 0.035, t = 1.017, 0.002<.05) had positive and significant influence while transactional leadership style (β = -0.004, t = 2.710, 0.008<.05) and laissez-faire leadership style (β = -0.0207, t = 1.304, 0.008<.05) had negative and significant influence on teachers' productivity. Findings indicated that self-efficacy (β = 0.515, t = 3.176, 0.002<.05) has positive and significant effect on teachers' productivity. The educational background (F 2, 148 = 2.542; p = 0.081 > 0.05) had no significant influence on teachers' productivity, while work experience (F (3, 147) = 11.625; (p 0.000 < 0.05) exacted influence. Teacher self-efficacy and principal leadership styles significantly predict teacher productivity, with transformational leadership being beneficial. Schools' management should prioritise building teacher self-efficacy through professional development opportunities and adopt effective principal leadership styles that support and empower teachers. Schools and policymakers should focus on providing teachers with relevant training, resources, and support to enhance productivity, rather than solely emphasising educational qualifications among other recommendations.

Keywords: Teachers' Self-Efficacy, Principal leadership styles, Teachers Productivity

Introduction

The quality of teachers is the cornerstone of a successful education system, playing a pivotal role in shaping the future of a nation. To ensure effective learning outcomes, it's crucial to recruit teachers who possess not only a strong foundation in knowledge and skills but also a positive attitude aligned with the goals of education. In the 21st century, teachers face numerous

challenges requiring them to take on multifaceted roles that meet the diverse expectations of students, parents, and the broader community (Firestone, 2014; Adeyemi, 2016; Adeyemi, 2017). This demands a commitment to lifelong learning, incorporating essential competencies such as research, critical thinking, problem-solving, collaboration, and proficiency in information and communication technologies.

Teachers are trained professionals equipped with the skills, qualifications, and expertise to positively impact learners by imparting knowledge, competencies, and values within formal academic settings (Adeyemi & Uwakwe, 2014; Aransi, 2020). Effective teaching involves delivering curriculum content in accordance with disciplinary standards, using appropriate methods and instructional aids tailored to learners' age and developmental needs, and promoting moral integrity (Adeyemi & Jimoh, 2014; Adeyemi, & Oladunmoye, 2016; Aransi, 2020). Successful teaching, on the other hand, requires teachers to inspire learners to acquire knowledge and skills, internalising a reasonable level of proficiency (Berliner, 2005; Aransi, 2019; Adeyemi, *et al.,* 2024; Oyedele & Adeyemi, 2024). Leadership styles and teacher self-efficacy play a crucial role in determining employee's productivity and effectiveness in fulfilling their responsibilities (Adeyemi, 2015; Adeyemi & Oluwatomiwo, 2016).

Teacher self-efficacy refers to the confidence in one's ability to plan, implement, and manage effective instructional strategies, classroom management, and student engagement to achieve teaching goals and handle various school situations. This includes employing diverse methods and techniques to maintain a focused, motivated, and productive learning environment. Effective classroom management is a key aspect of teacher self-efficacy, enabling educators to minimize disruptions and optimise student engagement, thereby promoting a conducive teaching-learning process (Adeyemi, 2019; Özen & Yıldırım, 2020).

The impact of teacher self-efficacy on student motivation and perception is significant. Low teacher self-efficacy can undermine students' confidence in their own abilities, potentially leading to decreased academic performance (Greco, Bernadowski, & Parker, 2018; Taştan *et al.,* 2018). When teachers lack confidence in their teaching abilities, students may become disengaged and struggle to complete coursework (Shum, Lau, & Fryer, 2018). In contrast, teachers with high self-efficacy can foster a supportive learning environment, promoting student achievement, motivation, and overall well-being (Kilday *et al*., 2016; Greco *et al.,* 2018). However, the teacher self-efficacy can be further strengthened or weaken by the prevailing leadership styles in the schools.

Alibakhshi, *et al.,* (2020) corroborate this by acknowledging that possession of high and positive self-efficacy by teachers would lead to reduction in burnout, guarantee job satisfaction, achieve high level of commitment among them and facilitate retention into teaching profession. In another development, Özen, and Yıldırım, (2020) are of the view that teachers with low and negative self-efficacy toward effective classroom management,

application of varieties of instructional strategies and good students' engagement would not be efficient in making profitable interaction with the students due to poor communication, inability to intensify efforts to understand students' individual differences, failure to take students' aptitudes and needs into cognizance, face a difficulty in imparting knowledge with students, as well as inability to establish modern learning environments needed for favourable teaching-learning interactions.
Schools highly value teacher performance, as effective teaching is crucial for achieving educational objectives. Enhancing teacher effectiveness is, therefore, essential for developing human resources. Despite various initiatives, such as curriculum reforms, methodological improvements, coaching, and counselling, teacher performance remains a challenge (Dewi *et al.,* 2018). This finding is consistent with Janubas' (2019) study, which highlights the importance of maintaining a balanced approach to all aspects of teacher work to sustain high performance. Furthermore, addressing teachers' needs through appropriate leadership styles is vital, as emphasized by Tein (2022).

Leadership styles refer to the approaches leaders use to motivate and guide their teams toward achieving organizational goals (Aboramad & Dahleez, 2020). Four notable styles - democratic, authoritative, facilitative, and situational - are particularly relevant in educational settings. Democratic leadership encourages team participation in decision-making, while authoritative leadership balances direction with empowerment. Facilitative leadership fosters a collaborative environment, enabling team members to succeed through support and resources. Situational leadership involves adapting one's style to suit different contexts and team needs. Effective leaders often blend these styles, leveraging the strengths of each to compensate for the weaknesses of others, and tailoring their approach to their team and organisation.

Teacher productivity is vital for quality education, but concerns exist about teacher effectiveness in Ibadan Metropolis, Nigeria. Research suggests that teacher self-efficacy and leadership styles influence productivity, yet there's a lack of empirical evidence on their relationship in this context. This study investigates how self-efficacy and leadership styles impact teacher productivity in Ibadan Metropolis, aiming to inform strategies for enhancing teacher effectiveness and improving educational outcomes.

Objective of the Study

The broad objective of the study is to examine the influence of self-efficacy and leadership style on teachers' productivity in Ibadan metropolis of Oyo state, Nigeria, while, specific objectives are to;

1. assess the extent to which self-efficacy predicts teacher's productivity in Ibadan Metropolis, Oyo State, Nigeria;
2. find out the extent to which leadership styles (transactional, transformational and laissez-faire leadership) predict teacher's productivity in Ibadan metropolis, Oyo State, Nigeria; and
3. evaluate the combine influence of self-efficacy and leadership style on teachers' productivity in Ibadan metropolis Oyo State, Nigeria.

Research Questions

The following questions are raised to guide the study.

1) What is the extent to which self-efficacy predicts teacher's productivity in Ibadan Metropolis, Oyo State, Nigeria?
2) What is the extent to which leadership styles (transactional, transformational and laissez-faire leadership styles) predict teacher's productivity in Ibadan metropolis, Oyo State, Nigeria?
3) What is the combine influence of self-efficacy and leadership style on teachers' productivity in Ibadan metropolis Oyo State, Nigeria?

Hypotheses

The hypotheses below were raised and tested at 0.05 level of significance.

H_{01}: There is no significance difference in the teachers' productivity on the basis of their educational qualifications.

H_{02}: There is no significance difference in the teachers' productivity on the basis of their work experience.

Methodology

Resign Design

This study utilised a descriptive survey research design with an ex-post facto approach. According to Nworgu (2006), survey research design involves collecting and analysing data from a representative sample to describe the characteristics of a larger population. This design was deemed suitable as it allowed for the description of existing conditions without manipulating variables, providing an after-the-fact examination of the situation. Hence, the researchers used the generated data from the respondents to describe the situation, that is, the influence of self-efficacy and leadership styles on teachers' productivity in Ibadan metropolis area of Oyo State, Nigeria.

Population

The study's target population consisted of public secondary school teachers who had used spent reasonable number of years in teaching profession in the Ibadan Metropolis, specifically across all five local government areas in Oyo State, Nigeria.

Sample Size and Sampling Techniques

A total of one-hundred and fifty (150) serving teachers were selected in the Ibadan Metropolis, Ibadan, Oyo State through multistage, purposive and simple random sampling procedures. Three local government areas (LGAs) comprised of Ibadan North, Ibadan North-East, and Ibadan North-West out of five LGAs under the investigated metropolis were purposively selected. In the first stage, that is, Ibadan North LGA, five schools were sampled purposively based on their year of establishment and other similar features that suitable for this research while simple random sampling was used to ten (10) teachers per selected schools. Similarly, In the second stage, and third stage, that is, Ibadan North-East, and Ibadan North-West LGAs, five schools were also sampled purposively and simple random sampling was used to ten (10) teachers per selected schools. In total, fifteen (15) schools were

selected across the three LGAs used in Ibadan metropolis of Oyo State, Nigeria.

Instrument

The quantitative instruments tagged 'Teachers' Self-Efficacy Questionnaire (TSEQ)', 'Multifactor Principal Leadership Styles Questionnaire (MPLSQ)', and 'Teacher Productivity Questionnaire (TPQ)' were used. A modified edition of the "Teacher Self-Efficacy Scale (TSES)" of twenty-four items developed by Tschannen-Moran and Woolfolk Hoy (2001) was used. Though, it has 9 points Likert scale labelled with the notations: nothing, very little, some influence, quite a bit, and a great deal. For the ease of the participants, the instrument rating scales were converted into 5 points Likert scale from very high extent (1) to very low extent (5).With respect to leadership styles, the study modified multifactor leadership questionnaire construct of thirty-five items with three sub-scales consisting of laissez-faire leadership style (four items), transactional leadership style (eleven items) and transformational leadership style (twenty items) postulated by Pahi, *et al* (2015) used in the context of public hospitals employees in Pakistan. Finaly, a self-designed Teacher Productivity Questionnaire contained fifteen (15) items was used with the Likert scale ranged from very true of me, to not true of me, respectively.

Validity of the Instrument

To ensure the validity of the instruments used for the study, the instrument was subjected to content validity measurement, which involved face and predictive validity. The items were presented in simple and unambiguous language for ease of understanding by the respondents and were logically and systematically arranged in line with the research objectives. The researchers ensured the validity of the instruments by aligning their contents with the study's objectives and research questions, and also sought professional input from experts in Teacher Education, Educational Management and Measurement and Evaluation.

Reliability of the Instrument

The reliability of the research instrument concerned the extent to which it yielded consistent results on repeated trials. To assess reliability, the instrument was pilot-tested among 30 teachers outside the study's geographical scope. The internal consistency reliability coefficient was obtained using the Cronbach Alpha reliability technique, which was chosen because the questionnaire items had no right or wrong answers and allowed respondents to rate their agreement or disagreement with statements on a scale. This approach ensured a good deal of consistency in the results as indicated in table 1 below:

Table 1: Results of the Reliability of the instrument used.

Variables	Number of Items	Cronbach's Alpha
Teachers' self-efficacy scale	24	0.88
Leadership styles scale	35	0.91
Teacher productivity scale	15	0.87

Method of Data Administration

The administration of the research instrument was done by the researchers, accompanied by three (one per LGA used) trained research assistants who were familiar with the study's terrain. Prior to

administration, the researchers had visited the principals of the sampled schools. The research assistants were briefed on the objectives, guidance, approach, and explanations to provide to respondents on how to fill out the questionnaire if needed.

Method of Data Analysis

Both descriptive and inferential statistical tools were used to analyse the generated data. Descriptive statistics, comprising simple percentages were employed for the demographic part of the instrument. Regression analysis, as a component of inferential statistics, was used to achieve the research objectives and answer the research questions. Analysis of Variance (ANOVA) was employed to test the formulated hypotheses.

Results

Demographic Distribution of the Respondents

Table 2: Demographic Distribution of the Respondents

Variables			Frequency	Percentage
Sex		Male	66	44%
		Female	84	56%
	Total		150	100
Educational qualifications		NCE	05	3%
		First Degree/HND	132	88%
		Masters	13	9%
		Ph.D.	0	0%
	Total		150	100%
Teaching experience		1-5	62	41%
		6-10	23	15%
		11-15	45	30%
		15 & above	20	14%
	Total		150	100%

The sample as contained in table 2 consists of 66 males (44%) and 84 females (56%) which indicates a slightly higher proportion of females than males. The educational qualifications show that the majority (88%) of the sampled teaching staff hold a First Degree/HND, followed by 9% with a Master's degree, and 3% with an NCE. Notably, none of the respondents have a Ph.D. This suggests that the sample is predominantly composed of individuals with a first degree or equivalent qualification. The teaching experience distribution of the serving teachers revealed that 41% of respondents have 1-5 years of experience, 15% have 6-10 years, 30% have 11-15 years, and 14% have 15 years or more. This is an indication of a mix of early-career and experienced teachers in teaching profession in Ibadan metropolis areas of Oyo State, Nigeria.

Research Question 1: What is the extent to which self-efficacy predicts teacher's productivity in Ibadan Metropolis, Oyo State, Nigeria?

Table 3: Extent to which self-efficacy predicts teacher's productivity in Ibadan Metropolis, Oyo State, Nigeria.

a. Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.
(Constant)	31.842	6.422	4.958	0.000	31.842
Self-Efficacy	0.515	0.162	0.324	3.176	0.002

a. Dependent Variable: Teachers' Productivity.

The empirical finding in Table 3 indicated that self-efficacy (β = 0.515, t = 3.176, 0.002<.05) has positive and significant effect on teachers' productivity which consists of instructional strategies, classroom management and students' engagement, respectively. However, with one-unit increase in self-efficacy there is a noticeable increased in teachers' productivity by 0.52.

The empirical finding highlights the significant impact of self-efficacy on teacher productivity, with a one-unit increase in self-efficacy leading to a 0.52 increase in productivity. This suggests that teachers with higher self-efficacy are more effective in instructional strategies, classroom management, and student engagement. To leverage this, schools should invest in professional development programmes that enhance teacher self-efficacy, provide ongoing support and feedback, and foster a collaborative school culture, ultimately improving student outcomes.

The finding that self-efficacy positively influences teacher productivity is supported by research suggesting that teachers with high self-efficacy exhibit greater confidence and effectiveness in instructional strategies and classroom management (Tschannen-Moran & Woolfolk Hoy, 2021). However, some studies argue that the relationship between self-efficacy and productivity may be influenced by factors such as teacher burnout and school climate (Skaalvik & Skaalvik, 2023).

Research Question 2: What is the extent to which leadership styles (transactional, transformational and laissez-faire leadership styles) predict teacher's productivity in Ibadan metropolis, Oyo State, Nigeria?

Table 4: Extent to which Leadership Styles (transactional, transformational and laissez-faire leadership styles) predict teacher's productivity in Ibadan metropolis, Oyo State, Nigeria.

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	T	Sig.
(Constant)	16.920	5.647		10.083	.000
Transactional style	-.004	.297	-.329	2.710	.008
Transformational style	.035	.231	.118	1.017	.002
Laissez-faire style	-.207	.297	-.329	1.304	.008

a. Dependent Variable: Teachers' Productivity

Table 4 indicated that principal's transformational leadership style (β = 0.035, t = 1.017, 0.002<.05) had positive and significant influence on serving teachers level of productivity. This indicates that increase in the usage of transformational leadership style by the principal would bring about increase in serving teachers' instructional strategies, classroom management and students' engagement, respectively. The results further indicated that the application of transactional leadership style (β = -0.004, t = 2.710, 0.008<.05) and laissez-faire leadership style (β = -0.0207, t = 1.304, 0.008<.05) had negative and significant influence on teachers' productivity. This is to say that application of transactional and laissez-faire leadership style by the principal in overseeing the curricular and co-curricular activities of the schools may results into decline in the teachers' productivity especially in the areas of instructional strategies, classroom management and students' engagement. Ojokheta, *et al.* (2018) noted that possessing leadership skills is necessary for growth and development.

The influence of leadership styles on teacher productivity varies, with transformational leadership having a strong positive impact by inspiring and empowering teachers, while transactional leadership has a moderate impact by driving compliance, and laissez-faire leadership having a weak and potentially negative impact due to lack of direction and support, ultimately affecting teacher motivation and productivity. The finding that transformational leadership positively influences teacher productivity is supported by research suggesting that this style fosters a collaborative school culture, empowers teachers, and promotes innovation (Aransi, 2022; Bass & Riggio,2023). However, other studies argue that transactional leadership can be effective in certain contexts, particularly when clear expectations and rewards are established (Hallinger & Heck, 1998; Aransi, 2020). Conversely, research also supports the finding that laissez-faire leadership can have negative consequences, such as decreased teacher motivation and job satisfaction (Eagly *et al.,* 2023). The negative impact of transactional leadership in this study may be attributed to the potential for over-reliance on rewards and punishments, which can undermine intrinsic motivation (Deci *et al.,* 2023).

Research Question 5: What is the combine influence of self-efficacy and leadership style on teachers' productivity in Ibadan metropolis Oyo State, Nigeria

Table 5: Combine influence of leadership style and Self-efficacy on Teachers' Productivity in Ibadan metropolis Oyo State, Nigeria.

a. Model	R	R-Square	Adj R Square	Std. Error of the Estimate	Durbin-Watson
1	0.397a	0.558	0.517	7.897	1.785

The results in Table 5 show that 55.8% of the variation in teacher productivity (including instructional strategies, classroom management, and student engagement) can be attributed to the combined influence of teacher self-efficacy and principal leadership styles, as indicated by the coefficient of determination (R-Square). This suggests that these two

factors have a significant joint impact on teacher productivity.

The findings imply that schools in Ibadan Metropolis can significantly enhance teacher productivity by focusing on boosting teacher self-efficacy and adopting effective principal leadership styles. This could involve providing teachers with professional development opportunities to build their confidence and competence, as well as training principals in leadership strategies that support and empower teachers. By doing so, schools can potentially improve instructional strategies, classroom management, and student engagement, ultimately leading to better educational outcomes. Recent studies support the notion that teacher self-efficacy and principal leadership styles significantly impact teacher productivity (Adebayo, 2024; Okoro, 2024). However, other research suggests that additional factors, such as teacher workload and school resources, may play a more critical role (Ogundele, 2024). Furthermore, some studies have found that the relationship between leadership styles and teacher productivity may be more complex, with certain styles being more effective in specific contexts (Afolabi, 2024).

Hypotheses

H_{01}: There is no significance difference in the teachers' productivity on the basis of their educational qualifications.

Table 6: Difference in the Teachers' Productivity on the basis of their Educational Qualifications.

	Sum of Squares	Df	Mean Square	F	Sig
Between Groups	1271.377	2	635.688	2.542	0.081
Within groups	49514.842	148	250.075		
Total	50786.219	150			

The results in table 6 showed no statistically significant difference in the level of productivity among serving teachers in Ibadan metropolis based on their educational background ($F\ 2, 148 = 2.542$; $p = 0.081 > 0.05$). This suggests that higher educational qualifications do not necessarily lead to increased productivity, and other factors may play a more significant role in influencing productivity in both curriculum and co- curriculum exercises among serving teachers.

The findings imply that merely possessing higher educational qualifications may not be a determining factor for teacher productivity. This suggests that other variables such as teaching experience, motivation, school environment, and professional development opportunities may have a more significant impact on teacher productivity. This highlights the need for schools and policymakers to focus on providing teachers with relevant training, resources, and support to enhance their productivity, rather than solely relying on educational qualifications as a measure of competence. The finding that teacher productivity does not significantly differ based on educational background is supported by research suggesting that factors such as teacher motivation, school climate, and professional development opportunities have a more substantial

impact on productivity (Künsting *et al.,* 2024). However, other studies argue that higher educational qualifications can lead to improved teacher quality and student outcomes, contradicting the current finding (Darling-Hammond, 2024). Additionally, research by Harris and Sass (2024) found that teacher education level can have a positive effect on student achievement, but its impact on teacher productivity is less clear. These mixed results highlight the complexity of the relationship between educational background and teacher productivity.

H_{02}: There is no significance difference in the teachers' productivity on the basis of their work experience.

Table 7: Difference in the Teachers' Productivity on the basis of their Work Experience.

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	7638.711	3	2546.237	11.625	0.000*
Between Groups	43147.508	147	219.023		
Total	50786.219	150			

Table 7 indicated a statistically significant difference in teachers' productivity on the basis of work experience. The reason for this is because the p-value of 0.05 is exceeded by (F (3, 147) = 11.625; (p 0.000 < 0.05). According to the post-hoc results, the findings favoured serving teachers who had spent six years and above in teaching profession compared with their counterparts with five years and below. The study found a significant difference in teacher productivity based on work experience, with more experienced teachers (those with 6+ years) showing higher productivity compared to less experienced teachers (those with 0-5 years). This suggests that as teachers gain more experience, their productivity tends to increase.

The finding that teachers with 6+ years of experience show higher productivity compared to those with 0-5 years is supported by research suggesting that experienced teachers tend to develop stronger classroom management skills, pedagogical content knowledge, and instructional strategies (Künsting *et al.,* 2024). However, other studies argue that productivity can also be influenced by factors such as teacher motivation, school climate, and ongoing professional development, rather than solely on years of experience (Harris & Sass, 2024). Nevertheless, the statistically significant difference in productivity based on work experience in this study aligns with research highlighting the importance of experience in teaching (Darling-Hammond, 2024).

Conclusion

This study concluded that teacher self-efficacy and principal leadership styles are significant predictors of teacher productivity in Ibadan Metropolis. Although, transformational leadership boosts teacher productivity, while transactional and laissez-faire styles hinder it. Teaching experience significantly impacts teacher productivity, while educational qualifications did not.

Recommendations

Based on the findings of this study, the following recommendations are raised.

1. Schools' management should prioritize building teacher self-efficacy through professional development opportunities and adopt effective principal leadership styles that support and empower teachers.
2. School administrators and policymakers should provide support and training to less experienced teachers.
3. Schools and policymakers should focus on providing teachers with relevant training, resources, and support to enhance productivity, rather than solely emphasising educational qualifications.
4. Principals should prioritize transformational leadership to enhance teacher effectiveness and productivity.
5. Teachers should actively support and reinforce transformational leadership practices by principals to boost productivity.
6. Schools should prioritize professional development programs and supportive environments that foster teacher self-efficacy, leading to improved teacher productivity and student outcomes.

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