

Impact of Coaching Leadership Style on Secondary School Administration, Teacher's Job Performance and Secondary Students' Academic Performance in Public Secondary Schools in Federal Capital Territory, Abuja, Nigeria

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Abstract: This paper examined the impact of coaching leadership style on school administration, teacher's job and students' academic performance in public secondary schools in Federal Capital Territory, Abuja, Nigeria. The study was guided by three objectives and three null hypotheses. Descriptive survey design was used for the study. The sample of the study comprised sixty (60) secondary school principals and vice principals, one hundred and eighty (180) secondary school teachers and one hundred and eighty (180) senior secondary school students. The sample of the study was drawn via simple random sampling technique. The instrument used for data collection was a closed-ended structured questionnaire which was made up of twenty one items. The instrument was validated by two experts in Department of Measurement and Evaluation University of Abuja. The reliability of the instrument was ascertained using Cronbach Coefficient and a reliability index of 0.86. data collected were analyzed with Mean and Pearson Product Movement Correlation Coefficient (PPMCC). Major findings of the study indicated that there was significant relationship between coaching leadership style and secondary school administration, teacher's job performance and students' academic performance in public secondary schools. Based on the findings, it was recommended that federal and state government should organize regular capacity building on leadership styles for school administrators to improve their leadership skills and leadership efficiency.

Keywords: Leadership Style, School Administration, Students' academic performance, Teacher's job Performance.

Introduction. School is an educational institution where teaching and learning take place. It is a social environment designed for teaching and learning. The school system has series of objectives to achieve (Ogunode, Olowonefa, & Ayoko, 2023a). Adeyemo (2001) noted that the major goal of the school system is to work towards the attainment of academic excellence of the students by the teachers. It is designed to operate with the students, teachers and school administrators. Hence, the extent to which the goals of a school can be reasonably achieved and the level of effectiveness of school administration, teacher's job performance and students' academic performance are dependent on the leadership style often adopted by school administrators.

Therefore, school administration is the internal arrangement of school resources to the implementation of school programme. School administration look at education from the specific educational institutions. It is the internal activities that deal with coordinating of school programme for optimum performance (Zaifada, Olowonefa & Ogunode, 2023). Sang, Valcke, Van Braak, and Tondeur, (2010) observed that school administration has an essential role in ascertaining that education is put across to students as recommended. School administration also deals with the effective and efficient utilization of school resources to actualizing the school programmes (Ogunode, Lawan, Gregory & Lawan, 2020). The objectives of school administration according to Akinwumi and Jayeoba (2004) and Ogunode and Emmanuel (2020) include to: realize the goals of the educational institutions, coordinate the activities and programme of the schools, reduce educational wastage within the educational institution, effectively allocate the limited educational resource for the actualization of the school objective, coordinate the students' extra-curriculum programme in the school, and enhance the professional development of teachers and the non-teaching staff.

Teacher job performance refers to the execution of instructor's responsibilities and tasks in the educational institutions. Teacher job performance is the level by which the teachers accomplished their given functions and assignment in the schools (Olabisi, Okolo, & Ogunode 2023; Ogunode 2023). Zaifada, et al (2023) defined teachers' job performance to include writing of lesson note, lesson plan, organization of instrument materials, assigning of test and examination, marking, representing of school, extra- curriculum activities and motivation of students. Teachers' job performance encompasses all the activities and programmes teachers carry out in the school and the extent to which the activities are achieved. Teachers' job performance is the degree by which teachers executes their official responsibilities in the school.

Students' academic performance is the level of achievement students attained through academic activities in the school within a given period of time. Students' academic performance is the extent of positive changes that a learner received within a period of time in the school. Students' academic performance can be defined as learners' capacity to approaching and solving academic problems confidently as well as having the power with resilience spirit in the stiff competition for space in

academic matters (Zaifada, et al 2023). Ogunode (2023) viewed students' academic performance as the level of academic achievement the students attained at a particular time in the educational institutions.

Peter (2020) observed that leadership is one of the major factor influencing students' academic performance in the schools. Ogunode (2023) defined leadership as the process of motivating people to carry out functions. Leadership is an inbuilt and acquired knowledge of inspiring, directing, guiding and ensuring people that are supposed to carry out some responsibilities carry them out at the right time. Leadership is an act of practically motivating and supervising subordinate to carry out some specific tasks for an institutions with the aims of realizing the institutions objectives. Leadership is the process of ensuring specific assignments are carried out by those that are assigned to carry them out trot the act of personal and acquires skills of motivation and organization. According to Ogunode (2023), there are many factors that determine leadership success or failure in an institutions. The level of leadership training, motivation, team spirit, work environment, management policies, level of supervision and leadership styles.

According to Oyetunyi (2006), leadership style is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with, whilst others pay more attention to their relationship with subordinates than the job. Okumbe, (1998) viewed leadership styles as particular behaviors applied by a leader to motivate subordinates to achieve the objectives of the organization. Leadership styles are very important to leaders. Leadership styles helps leaders to provide solutions to organizational problems in respective of the problems. There are many types of leadership styles according to (Ogunode, et al 2023a); Ogunode (2023) and they include; democratic leadership style, autocratic leadership, laissez-faire leadership, transformational leadership, transactional leadership styles, and coaching leadership style. Coaching leadership style is defined by indeed (2023) as leader is someone who can quickly recognize their team members' strengths, weaknesses and motivations to help each individual improve. This type of leader often assists team members in setting smart goals and then provides regular feedback with challenging projects to promote growth. They set clear expectations and creating a positive, motivating environment. The coach leadership style is one of the most advantageous for employers as well as the employees they manage. Unfortunately, it's often also one of the most underused styles—largely because it can be more time-intensive than other types of leadership. Coaching leaders are supportive and value learning as a way of growing. They're self-aware, offer guidance instead of giving commands and ask guided questions. Becker (2023) A coaching leader focuses on identifying and nurturing the individual strengths of each member of the team and developing strategies that will enable teams to work better together. This style is similar to strategic and democratic leadership, but it emphasizes individual employees' success. A manager with this leadership style might help employees improve on their strengths by: Giving them new tasks to try, Offering guidance and Meeting to discuss constructive feedback. On merits, coaching leadership motivates team members who enjoy being a part of a unified group. Team members receive clear expectations, which creates skilled, productive individuals who can go on to coach others. On demerits, organizations that require rapid results should avoid coaching leadership, as it

requires patience. Coaching leadership only works if team members are open to working with this kind of leader. If there is no team chemistry, this style of leadership will suffer.

There are many investigations on leadership styles. For instance, A study by Adeyemi and Bolarinwa (2013) on the topic, principals_ leadership styles on teaching and learning in Secondary Schools in Ekiti State, Nigeria, found out that Autocratic leadership style was found to be significantly related with students_ academic performance and it was recommended that principals should try to use it in enhancing better academic performance of students in their schools. Also, the research by Kashagate (2013) on, —influence of leadership style on teachers ‘job satisfaction in Tanzania: the case of public secondary schools in Musoma municipal council showed a positive correlation between transformational leadership dimensions and teachers ‘performance. With regard to transactional leadership dimensions, the results showed that transactional leadership affects the outcome variable, but their influence was lower as compared to the influence of transformational leadership factors. In the same vein, Aunga and Masare (2017) observed that teachers ‘performance is good in the primary schools in Arusha District and also found out there was a significant relationship between transformational leadership style and teachers‘ performance in schools.

Emiracally, Agu and Oputa (2021) examined the influence of administrator’s leadership styles on secondary school teacher job performance in Anambra State. The study found out among others that teachers have knowledge of their administrator’s leadership styles. It also revealed that leadership styles (democratic leadership style, autocratic leadership style and administrative leadership style) influence teacher job performances and that good leadership styles can improve teacher’s job performances. Also, Abdur, Amin and Amin (2021) in Dir Upper (2022), carried out a study that on leadership styles of secondary school principals and pupils' academic accomplishment. The findings discovered that democratic leadership is most frequently used style of leadership by secondary school administrators. Also, pupils' academic performance was linked to authoritarian leadership style. A successful leader in the education field uses both transactional and transformational traits as the situation demands. Also, the study also discovered that there was a significant link between the leadership styles and job satisfaction of teachers. Ogunode et al (2023a) concluded that a task-oriented leadership style can be used for specific school problems. The paper also discovered that a task-oriented leadership style can be used to improve teachers' job performance and students' academic performance in educational institutions in Nigeria.

Purpose of the Study

The purpose of this study was to examined the impact of coaching leadership style on school administration, teacher’s job and students’ academic performance in public secondary schools. Specifically, the study sought to:

- i. assess the impact of coaching leadership style on secondary school administration in public secondary schools;
- ii. ascertain the impact of coaching leadership style on teacher’s job in public secondary schools;
- iii.. determine the impact of coaching leadership style on teacher’s job in public secondary schools.

Hypotheses

The following hypotheses were formulated to guide the study;

- Ho₁.** There is no significant relationship between coaching leadership style and secondary school administration in public secondary schools.
- Ho₂.** There is no significant relationship between coaching leadership style and teacher's job performance in public secondary schools.
- Ho₃.** There is no significant relationship between coaching leadership style and students' academic performance in public secondary schools.

Methodology

This study employed descriptive survey design. The sample of the study comprised of 60 secondary school administrators (principals and vice principals), 180 secondary school teachers and 180 secondary school students in the Federal Capital Territory, Abuja. The sample was selected using simple random sampling technique. The instrument used for data collection was a closed-ended structured questionnaire which was made up of twenty one items. The instrument had two major sections (A and B). While section A elicited information on the bio data of the respondents, section B contained three parts which sought answers on the three research questions. The instrument was validated by two experts in Department of Measurement and Evaluation, University of Abuja. The reliability of the instrument was ascertained using Cronbach Coefficient and a reliability index of 0.86. Data collected were analyzed using Mean and Pearson Product Moment Correlation Coefficient.

Data Analysis

- Ho₁.** There is no significant relationship between coaching leadership style and secondary school administration in public secondary schools.

Table 1: Relationship between Coaching Leadership Style and Secondary School Administration in Public Secondary Schools in Public Secondary Schools

Variables	N	Mean	SD	r ²	Sig@0.05	Decision
Coaching Leadership Style		2.53	1.10	6.19	.0032	Rejected
School Administration in Public Secondary Schools		3.03	.19			

Table 1 examined the relationship between coaching leadership style and secondary school administration in public secondary schools, in Abuja, Nigeria. To analyze the data, Pearson

Product Moment Correlation Coefficient was used. The result at a significant value of .0032 (less than 0.05 alpha level of significance) revealed that there is significant relationship between coaching leadership style and school administration in public secondary schools. Based on this result, the null hypothesis is rejected. Thus, the result disclosed that there is significant relationship between coaching leadership style and secondary school administration in public secondary schools.

Ho₂. There is no significant relationship between coaching leadership style and teacher's job performance in public secondary schools.

Table 2: Relationship between Coaching Leadership Style and Teacher's Job Performance in Public Secondary Schools

Variables	N	Mean	SD	r ²	<u>Sig@0.05</u>	Decision
Coaching Leadership style		2.43	1.09	6.29	.0021	Rejected
Teacher's Job Performance in Public Secondary Schools		3.01	.18			

Table 2 ascertained the relationship between coaching leadership style and teacher's job performance in public secondary schools in Abuja, Nigeria. Result obtained from the table at significant of value of .0021 (less than 0.05 alpha level of significance) indicated that there is significant relationship between coaching leadership style and teacher's job performance in Public Secondary Schools. From the result, the null hypothesis was rejected. This implies that there is significant relationship between coaching leadership style and teachers' job performance in public secondary schools

Ho₃. There is no significant relationship between coaching leadership style and students' academic performance in public secondary schools.

Table 3: Relationship between Coaching Leadership Style and Students' Academic Performance in Public Secondary Schools

Variables	N	Mean	SD	r ²	<u>Sig@0.05</u>	Decision
Coaching leadership style		2.41	1.01	6.13	.0019	Rejected
Students' academic performance in public secondary		3.02	.19			

schools

Data in table find out the relationship between coaching leadership style and students' academic performance in public secondary schools, in Abuja, Nigeria. The result revealed a significant value of .0019 (less than 0.05 alpha level of significance) in showed that there is significant relationship between coaching leadership style and students' academic performance in public secondary schools. As a result, the null hypothesis was rejected. The result implies that there is significant relationship coaching leadership style and students' academic performance in public secondary schools.

Discussion of Findings

Data in table 1 examined whether there is any relationship between coaching leadership style and school administration. The result indicated that there is significant relationship between coaching leadership style and school administration in public secondary schools, in Abuja, Nigeria. This result corroborates with that of Duze (2012) and Oyegoke (2012) who found out that coaching leadership style is very effective in school management and impacted positively on school effectiveness.

Data in table 2 ascertained the relationship between coaching leadership style and secondary school teachers' job performance. The result showed that there is significant relationship between coaching leadership style and secondary school teacher's job performance in public secondary schools. This result is in agreement with the findings of Abdu (2021) who found out that coaching leadership style results in greater job performance among teachers.

Data in table 3 determined the relationship between coaching leadership style and secondary school students' academic performance. Finding indicated that there is significant relationship between coaching leadership style and students' academic performance in public secondary schools. The result agrees with the findings of Abdu (2021) and Adeyemi & Bolarinwa (2013) which revealed that coaching leadership style has direct positive relationship and impact on students' academic performance in secondary schools.

Conclusion and Recommendations

The aim of this study was to investigate the impact of coaching leadership style on secondary school administration, teacher's job performance and students' academic performance in public secondary schools. From the outcome of the study, it can be concluded that there is significant relationship between coaching leadership style and school administration, teacher's job performance and students' academic performance in public secondary schools. Based on this findings, the paper recommended that the government at federal and state level should organize

regular capacity building on leadership styles for school administrators to improve leadership functions and organization in the schools.

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