
**The Implication of Female Head Teacher/Teacher Relationship on Pre-Scholar's
Behavior in Public Primary Schools in Nigeria**

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ABSTRACT

The study sought access the implication of female head teacher/teacher relationship on pre-scholars' behaviour in public primary schools in Nigeria. The study was conducted in Nigeria. Expost-facto research design was adopted for the study with the population comprising of all female head teachers, teachers and pre-scholars in public primary school. Stratified sampling technique was used to select 20 female head teachers, 20 teachers and 200 pre-scholars giving a total of 240 respondents that constituted the sample size for the study. The Instrument used in this study for data collection was a questionnaire titled "Female Head Teacher / Teacher Relationship and Pre-scholars Behaviour Questionnaire (FHTTRPBQ)". Face and content validation of the instrument was carried out by an expert in test measurement and evaluation from Nigeria to ensure that the instrument has the accuracy, appropriateness and completeness for the study. Cronbach Alpha technique was used to determine the level of reliability of the instrument. The reliability coefficient obtained was 0.80 and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques such as independent t-test analysis. The test for significance was done at 0.05 alpha levels. It was discovered in this paper that pre-scholars' behaviour are most often divided into externalizing behaviours (excessive moving, inattention and aggressive acts) and internalizing behaviours (sad and anxious behaviours and passivity). The two major types of pre-scholars behaviours as broadband syndrome denote as under-controlled and over-controlled behaviours by pre-scholars. Hence, the study concluded that pre-scholars need some good teachers to teach them the kind of behaviour needed in school. One of the recommendations made in the study was both the head teachers and teacher should endeavor to build positive relationship with each other considering the fact that their relationship can either make or mar the future of their learners which can eventually affect the larger society.

KEYWORDS: Female, Head Teacher, Teacher, Relationship, Pre-Scholar's, Behavior and Nigeria

Introduction

The female head teacher has a good relationship with the teacher and it affect positively on the behaviuor of pre-scholars in schools. Women presently constitute a large or

even majority numbers in the teaching profession in many parts of the world; yet, they are under-represented in educational administration. When one compares the total number of women teachers with the number of women in school administration, the number is disproportionate (Sabogu, 2008). In as much as the pre scholars behaviours and the role of teachers cannot be disregarded as a function of school, it is relevant therefore that ways and measures are developed to improve upon per scholars behaviours they can go a long way to improve performance. Behaviours of female head teachers can be improved through many ways like teamwork with staff and pre-scholars. According to Wanyama (2012), female head teachers who employ teamwork as a working strategy is bound to obtain a high academic achievement. It is therefore realized that, the performance of a school is appraised against the performance of the head teacher. Preschool children who were observed to misbehave frequently received more commands from their teachers outside of discipline situations than children who misbehaved infrequently (Dobbs, Arnold, & Doctoroff, 2004). That is, during those times when children were behaving appropriately, teachers tended to give more commands to the children who misbehaved frequently in other circumstances. Although misbehavior ratings were based on observations of the classroom, rather than teachers' report, this finding suggests that children's behavioral history may influence the way their teachers treat them, irrespective of the children's behavior in the moment.

Teacher-child relationships take on particular importance in preschool settings. Preschool teachers are often the first significant non-family adult with whom the child forms an ongoing relationship. Preschool teachers play the role of both caregiver and educator, providing the child with his or her first group learning experience and setting the stage for the child's future success or failure in the school setting. Despite the importance of this developmental period, the only extant research investigating the relationship between teachers' perceptions of preschool-aged children and teachers' behaviour toward those children were conducted by Dobbs, Arnold, and Doctoroff (2004) and Hagekull and Hammarberg (2004). According to Maina (2010), the head teacher is the most important person in a school setting. As the chief executive of a school, he/she is charged with the responsibility of managing the day to day affairs of the institution, and ensuring that all members of the school community are moving in the right direction. A prime task of school heads is to exercise leadership of the kind that results in a shared vision of the directions to be pursued by the school, and to manage change in ways that ensure that the school is successful in realizing the vision.

Many have proposed that head teachers should adopt school progress as its fulcrum. This means that the female head teacher, in making school-related decisions, should always have school improvement in mind by engaging others within the school to offer their expertise in areas of administration they may be good at. According to Eagly and Johannesen-Schmidt (2000) report, female leaders' effort to accommodate their behaviour to the sometimes conflicting demands of the female gender and their leader role can foster leadership styles that differ from those of men. Gender roles thus have different implications for the behavior of female and male leaders, not only because the female and male roles have different content, but also because there is often inconsistency between the predominantly communal qualities (kind, sympathetic, interpersonally sensitive) that perceivers associate with women and the predominantly agnetic qualities (aggressive, ambitious, self-confident) that they believe are required to succeed as a leader.

Statement of the Problem

Interpersonal relationship between head teachers and teachers play very important roles in the life styles of their pupils. In the recent time seminars and workshops have been organized by ministries of education across the nation. These in-service trainings are carried out to quell the problems of unhealthy relationship between the head teachers and teachers which has subsequent effect on the learners with respect to antisocial behaviour, poor academic performance and alikes. It is on this premise this study is conducted in order to find out how the relationship of head teachers and teachers relationship is observed and its resultant effects on the pupils in Nigeria.

Research Objectives

1. To find out the extent of female head teachers/teacher relationship in primary schools in Nigeria.
2. To examine the pre-scholars behaviour in primary schools.
3. To find out the implication of female head teacher/teacher relationship on pre-scholars behaviour in public primary schools in Nigeria.

Research Questions

1. What is the extent of female head teacher/teacher relationship in public primary schools in Nigeria?
2. What is the pre-scholars behaviour in public primary schools?
3. What is the implication of female head teacher/teacher relationship on pre-scholars behaviours in public primary schools in Nigeria?

Hypotheses

H0: There is no significant influence of female head teacher/teacher relationship on pre-scholars behavior in public primary schools in Nigeria.

Concept of Female Head Teacher

A female head-teacher is the mostly qualified and certified teacher within a school. They are responsible for managing the school and making sure that everything is running smoothly on a day-to-day basis. Female Head-teachers play an important role in a variety of educational institutions including primary schools, secondary schools, sixth forms, and colleges. Head-teachers do not teach lessons in classrooms. Instead, they spend their time using their years of experience to motivate and manage their staff and students like the pre-scholars (Twinkl 2019). Female head teachers are the senior leaders and managers of schools and they play an imperative role in the functioning of the schools. Female Head teachers are expected to take responsibility in the overall management of the school this includes, managing teachers and student. Female head teachers tend to focus on external matters such as the school's communications with the education ministry instead of managing the operations of the school. This in turn causes her to be absent from school and as result certain issues affecting teachers are left unaddressed. Recent studies show that the rate of absentness amongst female head teachers is relatively high as compared to that of teachers.

The effective leadership of a female head teacher positively influences the performance of both the teachers and pre-scholar. On the other hand, ineffective leadership on the part of a female head teacher can bring about disarray in educational goals and poor performance for both teachers and pre-scholar. Female head teacher, have the ability to interact well with subordinates. Rosener (2000) found that female head teacher always builds good relationships with their followers and tend to make teacher feel part of the administration, from setting performance goals to determining strategy. Female head teacher uses the interactive style of leadership by encouraging, motivating and sharing information with their teacher. As stated by expert, female head teacher uses the transformational leadership style more than the males head teacher, as they communicate well with their followers and involve them in decision making. These encourage a mutual relationship with teachers and maintain positive relationship with the pre scholars.

Concept of Interpersonal Relationship

Interpersonal relationship refers to the ability to build rapport with individuals having similar interests and goals as we do. In a workplace, interpersonal relationship skills allow us to share a special bond with our co-workers such that trust and positive feelings for one another are maintained. Interpersonal relationship has been explained to be the social association, connection or affiliation between two or more people (Benson, 2017). Interpersonal relationship is a strong, deep, close association or acquaintance between two or more people that may range in duration from brief to enduring. Interpersonal relationship skills at workplace allow a better understanding among employees as well as more effective communication. For individuals spending, on average, seven to eight hours of their day at work, it is irrational to believe they can work all by themselves. So we all ought to have healthy interpersonal relationships at work in order to be able to have a friendly ambience (Cleverism 2019). Interpersonal relationships are dynamic systems that change continuously during their existence. Like living organisms, relationships have a beginning, a lifespan, and an end. They grow and improve gradually, as people get to know each other and become closer emotionally, or they gradually deteriorate as people drift apart, move on with their lives, and form new relationships with others.

Interpersonal relationships are the strong connections we feel with those closest to us. This could be: friends, colleagues, family members and romantic partners etc. interpersonal relationship built mutual respect, trust, and loyalty and they can provide us with support, care, and even love (Klein & Montijo, 2020). Interpersonal relationships vary in their degree of intimacy or self-disclosure, but also in their duration, in their reciprocity and in their power distribution, to name only a few dimensions (Wikipedia 2019). The context can vary from family or kinship relations, friendship and marriage, relations with associates, work, clubs, neighborhoods, and places of worship. Relationships may be regulated by law, custom, or mutual agreement, and form the basis of social groups and of society as a whole. This association of interpersonal relationship may be based on inference, love, solidarity, regular business interactions, or some other type of social commitment. Interpersonal relationships are formed in the context of social, cultural and other influences (Clumen 2018). Interpersonal relationship is normally viewed as a connection between individuals, such as a romantic or intimate relationship, or a parent-child relationship. Individuals can also have relationships with groups of people, such as the relation between a pastor and his congregation, an uncle and a family, or a mayor and a town. Finally, groups or even nations may have relations with each other. When in a healthy relationship, happiness is shown and the relationship is now a priority.

Concept of Head Teacher/Teacher Relationship

Head teacher have some positive and collaboration relationship between the teachers, it is a bond of trust that must be accentuated by head teachers (Hoy and Tschannen-Moran, 2003). Such relationships are essential to building an open and positive culture of sharing among teachers and pre-scholar. Head teachers have a strong influence on teachers' psychological well-being, behavior, sense of belonging as well as their satisfaction (Gyimah, 2013; Sallee, 2014; Spillane and Healey, 2010). Beaudoin and Taylor (2004) stated that head teachers' has positive relationship with teachers, sharing meanings and goals, and being responsive to teachers' needs adds value to teachers 'job satisfaction. Indirectly, such positive relationships significantly influence pre-scholar's achievement and the overall performance of schools (Tschannen-Moran and Gareis, 2015). According to Forsyth et al. (2011) believe that positive relationships between head-teachers and teachers are critical for they contribute to developing teacher capabilities in making a good relationship for the pre scholars. According to Louis et al. (2010), such relations create a climate that sustains the sense of openness, trust, collaboration and belonging to the school. This bond is enhanced as teachers play their parts executors of the school's mission and vision (Premavathy, 2010). A teacher must also recognize the value in building a trusting relationship with their principal. Trust is a two-way street that is earned over time through merit and is based on actions. Teachers must make a concerted effort to earn their principal's trust. After all, there is only one of them, but a building full of teachers vying for the same. There is not a singular action that will lead to developing a trusting relationship, but rather multiple actions over an extended period to earn that trust. The following are suggestion that teachers can utilize to build a trusting relationship with their head teacher.

The relationship between a head teacher and teacher can be polarizing at times. A head teacher by nature has to be different things at different times for different situations. They can be supportive, demanding, encouraging, reprimanding, elusive, omnipresent, and a wide array of other things dependent on what a teacher needs to maximize their potential. Teachers must understand that the head teacher will fill whatever role they need to help a teacher grow and improve the relationship on how to develop the positive relationship for the student (Meador, 2019). Leadership styles used in the headship of a school determines the kind of relationship that head teachers have with teachers and the performance outcomes of teachers and pre-scholars. Basically, there are six main options of leadership styles that can yield varied results that either influence the performance of head teacher/teachers and pre scholars positively or negatively. These styles of leadership include, authoritative, afflictive, coaching, pace setting and democratic. It is marked that the leadership styles employed by head teachers determines the kind of relationship that they will have with teachers, pre scholars and other subordinates.

Pre-Scholars' Behaviour in School

Pre-Scholars' behaviour is one of the most common things that parents should be worry about. Pre-Scholars' does not know the kind of behaviour which is needed in the school. In fact, it depends on the kind of school, head teacher/teacher relationship and behaviour the see around them. So pre-scholars' need some good teachers to teach them the kind of behaviour needed in school. Achenbach & Edelbrock, (2004) stated that Pre-Scholars' behaviour are most often divided into externalizing behaviours (excessive moving, inattention and aggressive acts) and internalizing behaviours (sad and anxious behaviours and passivity). This two major types of pre-scholars behaviours as broadband syndrome also denoted as under-controlled and over-controlled behaviours by pre-scholars. Teacher ratings of pre-scholar children most often show that boys are more prone to externalizing problems as

compared with girls. Thomas (2018) stated that per scholar are unique. In the same way, they have unique ways of learning social skills. Teachers strive to distinguish the differing needs of their learners. A varied approach may be required to reach some of them. But what they all need from a teacher is reassurance that the classroom is a safe space where they are loved, valued and good relationship.

Pre-scholars are fascinated by the world around them, so you can expect lots of 'who', 'what' and 'why' questions. You might need to allow more time when you're doing things with your preschooler – for example, so she can stop and look at a bug on the footpath. The pre scholars try to understand the world, preschoolers can sometimes get distracted. It might seem like your preschooler isn't listening to you – but he might still be trying to figure out something you said five minutes ago preschoolers are getting better at self-regulation, which is great for getting along with others at preschool or playgroup. But your child still needs your help with expressing strong feelings appropriately and managing behaviour, especially in challenging situations. Sometimes children are seen to express problem behaviours that have become troublesome for themselves and their surroundings. Children's development might be compromised by behaviour problems. Children who exhibit behaviour problems in the lower grades might be subjects to adverse effects, including negative effects on learning and being rejected by peers (Olson, 2002). There is also a risk for these children to follow a developmental path that leads to depressed mood and/or antisocial tendencies. Dupper (2010) maintain that per-scholars misbehave because there are mismatches between their needs and the socio-environmental factors that are within their immediate environment. Pre scholars' misbehaviour is not only the naughty behaviour of the student but also the behaviour that disturbs the effective relationship, teaching and learning process (Ghazi, Gulap, Muhammad& Khan, 2013).

Effect of Head Teacher/Teacher Relationship on Pre- Scholars Behaviour

Head teacher relationships vary greatly among schools and even among teachers at the same school. Furthermore, those relationships affected pre-scholar's behaviour and achievement (Walsh, 2005). This phenomenon occurs because teachers who see head teachers as facilitators, supporters, and reinforces for the jointly determined school mission rather than as guiders, directors, and leaders of their own personal agenda are far more likely to feel personally accountable for pre-scholars learning (McEwan, 2003). Head teacher and teachers alike have to contend with matters such as student discipline. The head teacher is endlessly involved in dealing with discipline problems, but her role is something different from that of the teacher. Yet in many respects, the teacher and the head teacher work as a team on major discipline problems (Kritsonis, 2000). Parental issues are another area of great concern, especially during these times when parents demand schools adequately prepare their children (Cotton & Wikelund, 2001). It is important for head teacher and various faculty groups, i.e. teachers, to work together for mutual support. In addition, the manner in which faculty members worked together as a group significantly influenced per scholar's outcomes in the schools (Wheelan & Kesselring, 2005). The relationship between head teachers/teachers and pre-scholars that are develop in elementary schools are considered very important; especially those developed between the kindergarten teacher are beginners of preschool age, because of the nature of their pedagogic relationship, can influence the behaviour, social and emotional growth of the pre-scholars.

Head teacher, teacher and others who are responsible for overall operation of a school are often called leaders. In era of shared decision-making and Site-Based management, the term school leader may also be used in reference to other school administrators and leaders within

the school such as Vice principals, head teacher, and others who participate in school leadership activities; that is, the school management team as a whole (Education Encyclopedia 2011). Effective school leaders make concerted efforts towards developing and maintaining a focus on academic improvement, student learning and decent relationship among the pre scholars (Pont et al., 2008). Vintu (2015) asserted that head teacher through their teachers can play a vital role in creating a positive relationship, classroom environment and enhancing the academic performances of the preschoolers. This is where the relationship skills of the head teacher originated to play. They have to create a system whereby teachers are motivated to deliver excellent teaching. Quality relationships between teachers and head teachers depend on the quality of trust among them. Graen and Scandura (2007) believe that high levels of social exchange between leaders and followers are dependent on higher levels of trust. The higher the trust between two parties, the higher the cooperation, making for improved work-related outcomes (Uhl-Bien, 2006; Kim Liu and Diefendorff, 2015). According to Lai et al. (2014), teachers will develop trust, worthiness and commitment to head teachers who are motivational and supportive. Given this stand, Price (2012) argued that head teachers play a major role in building teachers' trust which thereafter influences their behaviours and attitudes of the preschoolers. In contrast, low levels of trust count for lesser interaction between teachers and head teachers (Soukainen, 2013). Teacher performance decreases as teachers have less trust in the leadership capabilities of head teacher (Smith, 2014). Without trust, it is challenging for teachers to have collective goals and establish reciprocal accountability within the school community.

Method

The study was conducted in Nigeria. Expost-facto research design was adopted for the study with the population comprising of all female head teachers, teachers and pre-scholars in public primary school. Stratified sampling technique was used to select 20 female head teachers, 20 teachers and 200 pre-scholars giving a total of 240 respondents that constituted the sample size for the study. The Instrument used in this study for data collection was a questionnaire titled "Female Head Teacher / Teacher Relationship and Pre-scholars Behaviour Questionnaire (FHTTRPBQ)". Face and content validation of the instrument was carried out by an expert in test measurement and evaluation from Nigeria to ensure that the instrument has the accuracy, appropriateness and completeness for the study. Cronbach Alpha technique was used to determine the level of reliability of the instrument. The reliability coefficient obtained was 0.80 and this was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques such as independent t-test analysis. The test for significance was done at 0.05 alpha levels.

Results

Research Question One: The research question sought to find out the extent of female head teacher/teacher relationship in public primary schools in Nigeria. To answer the research question, percentage analysis was performed as seen in table 1 below.

Table 1: Percentage analysis of the extent of female head teacher/teacher relationship in public primary schools in Nigeria

EXTENT	FREQ.	PERCENTAGE (%)
VERY HIGH EXTENT	37	15.42*
HIGH EXTENT	51	21.25
LOW EXTENT	67	27.92
VERY LOW EXTENT	85	35.42**
TOTAL	240	100%

SOURCE: Field Survey

The above table 1 present the percentage analysis of the extent of female head teacher/teacher relationship in public primary schools in Nigeria. From the result, it was observed that the the highest number of the respondents 85(35.42%) affirmed that there was very low extent of female head teacher/teacher relationship in public primary schools in Nigeria while the lowest percentage of the respondent 37(15.42%) disaffirmed the fact.

Research Question Two: The research question sought to examine the pre-scholars behaviour in public primary schools in Nigeria. In order to answer the research question, percentage analysis was performed on the data (see Table 2).

Table 2: Percentage Analysis of the Pre-scholars behaviour in Public Primary Schools in Nigeria

BEHAVIOUR	FREQ.	PERCENTAGE (%)
POSITIVE	88	36.67
NEGATIVE	152	63.33
TOTAL	240	100%

SOURCE: Field Survey

The above table 2 presents the percentage analysis of the pre-scholars behaviour in public primary schools in Nigeria. From the result, it was observed that the highest percentage of the respondent 152(63.33%) affirmed that there is negative pre-scholars behaviour in public primary schools while the least number of the respondents 88(36.67%) affirmed that there is positive pre-scholars behaviour in public primary schools in Nigeria.

Hypothesis Testing

The null hypothesis states that there is no significant influence of female head teacher/teacher relationship on pre-scholars behaviour in public primary schools in Nigeria. In order to test the hypothesis, regression analysis was performed on the data, (see table 3).

TABLE 3: Regression Analysis of the Influence of Female Head Teacher/Teacher Relationship on Pre-scholars Behaviour in Public Primary Schools in Nigeria

Model	R	R-Square	Adjusted R Square	Std. error of the Estimate	R Square Change
1	0.91a	0.83	0.83	1.08	0.83

*Significant at 0.05 level; df= 238; N= 240; critical R-value =0.139

The table shows that the calculated R-value 0.91 was greater than the critical R-value of 0.139 at 0.5 alpha levels with 240 degree of freedom. The R-Square value of 0.83 predicts 83% of the influence of female head teacher/teacher relationship on pre-scholars behaviour in public primary schools in Nigeria. This rate of percentage is highly positive and therefore means that there is significant influence of female head teacher/teacher relationship on pre-scholars behaviour in public primary schools in Nigeria. It was also deemed necessary to find out the influence of the variance of each class of independent variable as responded by each respondent (see table 4).

Table 4: Analysis of variance of the influence of female head teacher/teacher relationship on pre-scholars behaviour in public primary schools in Nigeria

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1405.53	1	1405.53	1195.69	.000 ^b
Residual	279.77	238	1.18		
Total	1685.29	239			

a. Dependent Variable: Pre-scholars Behaviour

b. Predictors: (Constant), Female head teacher/teacher relationship

The above table 4 presents the calculated F-value as (1195.69) and the critical f-value as (.000^b). Being that the critical f-value (.000^b) is below the probability level of 0.05, the result therefore means that there is significant influence exerted by the independent variables (Female head teacher/teacher relationship) on the dependent variable which is Pre-scholars. The result was therefore in agreement with the research findings of Wheelan and Kesselring, (2005) stress that the relationship between head teachers/teachers and pre-scholars are develop in elementary schools and are considered very important; especially those developed between the kindergarten teacher are beginners of preschool age, because of the nature of their pedagogic relationship, can influence the behaviour, social and emotional growth of the pre-scholars. The significance of the result caused the null hypotheses to be rejected while the alternative one was accepted.

Conclusion

It was discovered in this paper that pre-scholars' behaviour are most often divided into externalizing behaviours (excessive moving, inattention and aggressive acts) and internalizing behaviours (sad and anxious behaviours and passivity). The two major types of pre-scholars behaviours as broadband syndrome denote as under-controlled and over-controlled behaviours by pre-scholars. Hence, however, the study concluded that pre-scholars need some good teachers to teach them the kind of behaviour needed in school.

Recommendations

The following recommendations were made:

1. Both the head teachers and teacher should endeavor to build positive relationship with each other considering the fact that their relationship can either make or mar the future of their learners which can eventually affect the larger society.
2. A teacher must also recognize the value in building a trusting relationship with their principal and must make a concerted effort to earn their principal's trust.

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