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The Influence of Principals' Teacher Empowerment Practices on Job Performance in Public Primary Schools in Heiban County, Sudan

Authors: ¹Beatriz Cristina Mata Perez, ²Beatrice Ndiga and ³Rose Wambui Njihia
^{1,2&3}Tangaza University, School of Education. **Website:** <https://tangaza.ac.ke/>

Corresponding author: Beatriz Cristina Mata Perez. **Email:** bcmp19435@gmail.com

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<p>Chief Editor Web: www.ijfdc.org Email: info@ijfdc.org</p> <p>Editing Oversight Impericals Consultants International Limited</p>	<p><i>Abstract:</i> This study investigated the influence of principals' teacher empowerment practices on job performance in public primary schools in Heiban County, Sudan. The research was anchored on Bass' transformational leadership theory and used a mixed method, convergent parallel design. The study targeted all 93 public primary schools in Heiban County, the Primary Education Director of Education, 93 school principals, and 686 teachers. The sample comprised 19 public primary schools, selected through stratified and simple random techniques; the sample size for teachers was 253, the number obtained using the Yamane formula; ten principals and the Primary Education Director were selected using purposive critical case sampling. The data collection instruments were interview guides for the principals and the Primary Education Director and questionnaires for teachers. Quantitative data was analyzed using statistical techniques with the help of the Statistical Package for Social Science (SPSS), version 21. Findings from the research showed that 90% of the the teachers agreed that, for their professional growth, they were entrusted with leadership responsibilities. Further, 90 % of the teachers agreed that, school principals considered teachers' interests and skills while delegating duties. 84 % of the teachers agreed that, they were allowed to grow their professional skills by their principals. It is recommended that, the County Education Secretariat should ensure that structures are created in such a way as to offer teachers the opportunity to be trained, either in the pre-service or training on the job modality to enhance their job performance</p> <p>Key words: Pricipal, Teachers, Performance, Job Performance, Empowerment Practices</p>
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1.1 Background of the Study

Education defines a nation and shapes the future of every country; through it, poverty and violence cycles in underdeveloped nations may be broken (United Nations, 2020). This is why there has been a global drive for higher standards of learning over the last few decades. This concern is expressed in the United Nations (UN) 2030 Agenda for Sustainable Development Goal (SDG) 4 on quality education. Quality education is a complex issue that comprises numerous variables, including the effectiveness of

instructors in carrying out their responsibilities. Although teacher job performance on its own does not determine learners' outcomes, it significantly impacts them (Azeem & Omar, 2018). By performing their jobs well, teachers contribute to attaining educational goals and objectives through performance on the job. For this purpose, the school principal provides leadership, guiding and supporting them (Kamba et al., 2023). Leithwood et al. (2020) asserted that school leadership influences teaching quality significantly and positively, and therefore, the leadership practices used to this end matter. Successful school leaders may use different practices to improve organisational performance and student outcomes based on a leadership model or a combination of them.

Individualised consideration consists of the relationship leader-follower as an individual. School principals promote teachers' growth in confidence and commitment by empowering them. It is to enable teachers to act and be accountable by delegating tasks and responsibilities to them based on individual knowledge and abilities (Okaforcha et al, 2023), enhancing their performance on the job. Another way to uplift teachers' job performance is through motivation. Individualised consideration provides the principal knowledge about each individual's growth, development and motivation needs (Bass & Riggio, 2006). According to Marjan (2023), leadership motivational practices enhance teachers' job performance significantly.

Teacher empowerment, which involves providing teachers with autonomy and resources, is strongly linked to improved job performance, leading to greater engagement, motivation, and ultimately, better student outcomes. Racero et al. (2022) examined the relationship between leadership motivation and the adoption of innovative practices in educational institutions in Spain. The scholars reported that leaders' motivation was key to technology adoption in the day-to-day teaching activities in schools. It follows then from the findings of the study that there is a need for school leaders to adopt motivation as one of the strategies to enhance teachers' job performance. Hence, the present study has motivation as one of its objectives to examine its effect on teachers' job performance in the primary school context.

Sabitu and Abdul (2023) examined how principals' administrative practice of collaboration predicts teacher job performance in public secondary schools in Nigeria. The numerical results show that empowerment practices of collaboration significantly predict teacher job performance. In investigating the effect of TL on staff commitment in Ethiopia, Mesele et al. (2021) reported that school leaders empower teachers by involving them in active participation in the organisation by giving them ownership and responsibility. This positively influences staff commitment. However, the authors recommended that more research should be done in other contexts as it is not possible to generalise the study's findings.

Alredaisy et al. (2023) studied the effect that performance appraisal and rewards have on teaching staff performance at Khartoum University. This study underscores the importance of leaders' motivational practices to improve teachers' performance. Leadership in primary public schools in Heiban County might be diminished by the lack of training for principals as the area is remote and there is unequal resource allocation in the country. This may result in sub-standard teacher job performance as teachers lack adequate supervision and leadership. To delve into this matter, the present study sought to investigate the influence of principals' empowerment practices on teachers' job performance in public primary schools in Heiban County, Sudan.

1.2 Statement of the Problem

Empirical research indicates that learning is strongly influenced by classroom teaching and school leadership (Leithwood et al., 2020), and empowerment has been widely accepted as effective in educational settings (Shava & Heystek, 2021; Sliwka et al., 2024). School principals in Heiban County face multiple challenges that deter their ability to provide effective leadership to teachers in primary schools. The federal government is responsible for setting policies through the Quality Assurance Directorate in Sudan. Nonetheless, teachers in basic schools may be supervised by local inspectors and school heads because the Secretariat of Education (SOE) lacks the structures and capacity to monitor teachers' performance in basic education (World Bank, 2021). The country faces numerous challenges as the nation is currently undergoing a civil war. Even before it, unequal access to education, inadequate structures for quality assurance and ineffective pre-service teachers' training were outstanding challenges (UNICEF, 2021). Consequently, maintaining good performance standards among teachers remains a challenge reflected in students' underperformance. The National Learning Assessment, 2018, indicates that only 2% of third-grade learners could read fluently (World Bank, 2021). Despite the Sudan government's efforts, numerous challenges remain unaddressed, such as a lack of resources for teacher development and insufficient teachers' support. These factors may contribute to teachers' low morale, frustration and a decline in job satisfaction and performance. Teachers in Heiban struggle to perform at their best without the necessary empowerment which may negatively impact student achievement and overall school performance. This study, therefore, bridged the contextual gap by investigating the influence of principals' empowerment strategies on teachers' job performance in Heiban County, Sudan.

1.3 Study objective

The objective of this study was to investigate the influence of principals' empowerment practices on Teachers' job performance in public primary schools in Heiban County, Sudan.

1.4 Significance of the Study

The findings of the study may benefit the Secretariat of Education by offering new insights on policy formulations to enhance leadership in primary schools. In addition, principals in Heiban County public primary schools might obtain leadership guidelines and suggestions to ameliorate teacher job performance in their schools. In this way, teachers may be guided and empowered by their leaders to more effective ways to carry out their duties, impacting positively their teaching. Students, who are at the centre of the teaching-learning process, would benefit from the study's findings by having quality educational services through the knowledge shared by this study. The community and society at large might benefit from an improved educational process that leads to the overall development of its members. The researcher would obtain new knowledge in empowerment practices contributing to teachers' job performance in schools.

1.5 Scope and Delimitation of the Study

The study focused on the influence of school principals' empowerment practices on teacher job performance in public primary schools in Heiban County, Sudan. The choice of public primary schools is because most primary school learners are concentrated in public schools, which broadens the possibility of beneficiaries from this study. The sample only involved the Primary Education Director, school principals, and teachers. The geographical area of the study was Heiban County.

1.6 The Conceptual framework

Independent Variable

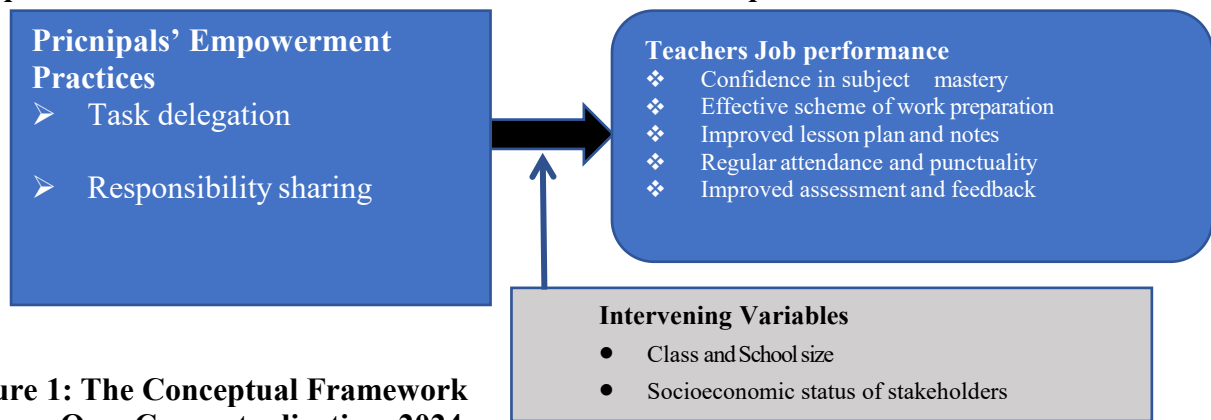


Figure 1: The Conceptual Framework
Source: Own Conceptualization, 2024

1.7 Literature review

In this section, theoretical and empirical literature related to this study are presented

1.7.1 Theoretical review

The Transformational Leadership theory guided the study. This was first formulated by Downton in 1973 but gained attention through Bernard Burns (1978) and was further developed by Bass (1985), though the theory continues to evolve through many scholars (Dugan, 2017; Pennell, 2023). TL is a comprehensive leadership theory best described in four factors commonly known as the four I's. These include idealized influence in which the leader is a role model whose integrity becomes exemplary and sacrifices self-gain for organisational and individual goals, gaining much respect (Bass & Steidlmeier, 1999). The ability of a leader to motivate others to pursue shared objectives that are accomplished as a team rather than separately is known as inspirational motivation. As a result, the leader necessarily fosters a teamwork spirit among the followers, which is encouraged by effective communication of what is expected from them (Bass & Riggio, 2006).

Individualised consideration is about the leader-follower relationship, which results from reciprocal interaction. This allows the leader to know the individual's needs for growth and strengths. The leader sees an individual "as a whole person rather than just an employee" (Bass & Steidlmeier, 1999, p.7) whose development can be fostered through empowerment, not only to extend followers' participation but also as a means of growth for the individual. According to Bass & Steidlmeier (1999), this empowerment involves sharing responsibilities and delegating tasks. The leader's role is also to motivate the followers by tailoring growth opportunities based on their unique needs for professional progress, such as upgrading courses, acknowledging employees' performance, and providing recognition. The TL is a broad theory that does not give precise guidelines for specific situations. Rather, it allows the leader to apply it to the particular context in which the educational institution is to respond to the needs (Pennell, 2023), thus, the choice of the specific theory's components. For the last few decades, TL has been a subject of research in all kinds of organisations, including educational settings. Evidence from it reveals that TL is positively linked to leadership outcomes such as employee motivation and performance (Dugan, 2017; Heenan et al., 2023). This proves the theory's effectiveness

and reliability. TL's wide-range approach includes leaders and followers in a continuous process of development that goes beyond leaders and organisational goal attainment. Thus, it affords an expanded view of leadership (Northouse, 2019). TL is rooted in moral values; therefore, it becomes morally uplifting for both the leader and followers (Northouse, 2019). TL has been studied in diverse school setups in terms of countries, educational policies, and cultures with almost parallel results, which provides it with an attribute of universality (Dugan, 2017; Heenan et al., 2023). Although TL is widely accepted, scholars have pointed out some weaknesses. Since it is an extensive theory, it is difficult to define its boundaries and parameters (Northouse, 2019). To mitigate this weakness, the researcher strictly adhered to the study's objective.

1.7.2 Empirical Literature Review

Principals' Teacher Empowerment Practices and Teachers' Job Performance

Empirical studies revealed that principals' empowerment influences teacher job performance. For instance, in Indonesia, Amalia et al. (2021) analysed the effect of empowerment on teacher job performance, and the investigation aimed to analyse the mediation of organizational citizenship behaviour. The quantitative survey included 52 teachers of elementary private schools present in two districts in the country, with a bachelor's degree, and a minimum of one year of classroom experience. The sampling method employed was non-probability purposive judgment and the data collection instrument was a Likert scale questionnaire.

The study findings showed that empowerment significantly and positively affected teachers' job performance. The authors remarked that when there is flexible leadership that allows teachers to decide about their job activities, there is a higher success in their performance. However, the study lacks theoretical underpinnings, in that there was no provision of a theory that explains how it does occur, leaving a gap that this present study covered by using TL's teacher empowerment.

Additionally, Limon (2022), studied the relationship between principals' empowering leadership and teachers' performance mediated by organizational commitment in Turkey. The quantitative study aimed at testing the significance of leadership empowerment on teacher job performance. The participants were teachers from different educational levels, ranging from preschool to high school levels, from private and public sectors in Turkey, selected through convenience sampling. In addition, the data collection instrument was an online questionnaire.

The study's findings show that when school principals delegate responsibilities and tasks related to teachers' duties, there is a higher organizational commitment, which in turn, improves performance. However, the principals' empowerment's direct effect on teachers' job performance was not significant. The scholar suggests that principals should empower teachers through responsibility and authority delegation, facilitating professional development. This enhances organizational commitment which predicts teacher job performance.

Although the reviewed study focused on the same dependent and independent variables as the current study, the mediation of organizational commitment was not included. A methodological gap exists in that a quantitative method provides a limited understanding of the subject being studied. To bridge the gap, this study employed a mixed-method approach which allowed the researcher to collect qualitative data as well, as to obtain a more in-depth understanding. In addition to this, the convenience sampling

method does not guarantee the representativeness of the population, for instance, school principals' voices were not included. This study, however, used a purposive sampling method to ensure the representation of all study participants.

Okaforcha et al. (2023), studied empowerment through task delegation as a predictor of teacher job performance in public secondary schools in Anambra, Nigeria. The quantitative investigation used a survey design and the participants were 232 principals selected through a census method sampling. A structured questionnaire was used as the data-gathering tool and the findings showed that principals' responsibility and task delegation have a significant influence on teacher job performance. Furthermore, Okaforcha et al., (2023) found that delegating supervisory tasks to teachers can make them more accountable allowing them to grow professionally. It can also improve communication among teachers and teacher- principals, when principals delegate disciplinary responsibilities, teachers improve classroom management.

Although Okaforcha et al., (2023) described the significance of empowerment on teachers' job performance through a quantitative survey, the population sample excluded teachers' views which are important if understanding the phenomena is to be attained. This enquiry included the participation of both teachers and principals. On the other hand, the sampling method employed by Okaforcha et al., (2023), was census given the manageable population size, whereas this study included a larger population through a purposive sampling method to ensure the inclusiveness and representativeness of principals and teachers. Lastly, the research instrument was a structured questionnaire to yield quantitative data, while the present study used apart from the questionnaire, semi-structured interviews that allowed the researcher to get a deeper and more comprehensive grasp of the issue.

In North West Province in South Africa, Shava & Heystek (2021), analysed the principals' instructional leadership (IL) and TL in South African Schools. The study examined how school principals use TL and IT practices to sustain quality teaching-learning. Notably, the selected schools were initially underperforming. The qualitative research employed a purposive sampling method and the selection criteria were to have 5-10 years of experience as principals and exhibit TL and IL practices. The research data instrument was face-to-face interviews analysed through coding. The sample size was six school principals from elementary and secondary schools.

The findings indicate that through the participation and empowerment of teachers in decision-making and implementation, the principals were able to lead a change from poorly performing schools to quality learning-teaching. Importantly, there are common elements among the schools such as high poverty levels, overcrowded classrooms, and lack of parental support. Furthermore, the principals acknowledged that they could not create all the necessary conditions for the change without sharing tasks and responsibilities according to teachers' experience and abilities. For instance, heads of departments (HOD) and senior management teams (SMT) have direct responsibility for students' achievement. There are several similarities between Shava & Heystek's (2021) study and this investigation, apart from focusing on empowerment and teachers' performance, in that the schools are characterised by poor performance, extremely poor conditions, and overcrowded classrooms. Another similarity is that this study, used interviews to collect qualitative data and the participants were selected through a purposive method. However, this investigation employed qualitative and quantitative data through a mixed-method approach to complement each other and give a full view of

the subject it also included included teachers as participants. Moreover, the theoretical underpinning was provided only by TL and the study's focus was on teachers' empowerment through task and responsibility delegation to all teachers in the school.

In North Kordofan, Sudan, Abdalla (2019) investigated the economic empowerment in rural communities in the area. The qualitative study used a case study design and data was collected through group discussions. The sample size is not specified but the criteria were to select the participants were women, youth, and livestock owners. The study aimed to grasp an understanding of the situation to propose workable plans for economic empowerment. The findings were low productivity and food shortage though the area has cultivable land and underground water. The scholar suggested feasible measures, for instance, providing improved seeds and restocking the existing flocks.

The reviewed work could be relevant as the geographical context is the same as this study, and one of the variables under investigation is empowerment. However, there are very significant differences, firstly, the focus of this present study is on principals' empowerment and its influence on teacher job performance, empowerment means the responsibilities conferred by the school principals to the teachers. These responsibilities are within the teachers' roles and duties and are given considering their capacity and experience. Another way to empower teachers is by principals' delegation of tasks so that not all the burden is centred on one person whose duties are many, given the nature of their role as principals. Other differences are the sampling technique, target population, and data collection instruments which ought to be chosen according to the study's aims and objectives. Although the reviewed study may appear relevant in terms of the independent variable, empowerment and its focus on Sudan as Abdalla's, (2019) enquiry was, other substantial differences leave gaps that this study took care of. Firstly, the scope gap, as teachers and principals were included in its scope, as well as public primary schools. A contextual gap as the Heiban County is not in North Kordofan but in South Kordofan State.

1.8 Research Design and Methods

This study targeted all 93 public primary schools in Heiban County, the Primary Education Director of Education, 93 school principals, and 686 teachers. The sample comprised 19 public primary schools, selected through stratified and simple random techniques. The sample size for teachers was 253, the number was obtained using the Yamane formula of 1967. The ten principals and the Primary Education Director were selected using purposive critical case sampling. The data collection instruments were interview guides for the principals and the Primary Education Director and questionnaires for teachers. The reliability of data collection instruments was established using the split-half method and analysed through the Cronbach Alpha Test, attaining a 0.88 score. The validity of quantitative instruments and qualitative instruments' dependability was achieved through the supervisors' consultancy and pilot testing. Quantitative data was analysed using statistical techniques with the help of the Statistical Package for Social Science (SPSS), version 21 and the Spearman rank correlation coefficient. The results were reported in graphs and tables. Qualitative data was analysed using a thematic approach and reported through direct quotes and narratives.

1.9 Study Findings

Response Rate of the Participants

The quantitative data for this enquiry was obtained through a questionnaire administered to the

teachers. In contrast, qualitative data was obtained through interviews with school principals and the Primary Education Director. Table 1 presents the response rate of participants.

Table 1: The Response Rate of Participants

Participants	Sample participants	Actual Participants	Response Rate
Teachers	253	188	74%
Principals	10	10	100 %
Primary Education Director	1	1	100%

Source: Field data, 2024

Table 1, indicates that the study's target population was 253 teachers. The response rate was lower than expected due to the teachers' lack of confidence as it was the first time for many of them to do such exercise. Consequently, 188 questionnaires were administered. Out of these, one questionnaire was wrongly filled. Thus, the response rate of the teachers was 74%. According to Gay et al. (2012), "Anything above 50% will increase the confidence in the results," (p.193). Thus, the response rate was considered robust enough to proceed to data analysis. Additionally, the response rate from principals and the Primary Education Director was 100%. The researcher ensured this response rate by carefully making appointments according to the respondents' availability and insisting on meeting them whenever the need arose. Besides, this high response rate also reflected the participants' attributed importance to the study and their willingness to contribute to improving educational leadership in the region.

Principals' Teacher Empowerment Practices and Teachers' Job Performance

This study sought to investigate how principals' teacher empowerment practices influence teacher job performance in public primary schools in Heiban County. To realize this, teachers were asked to express their views on a five-point Likert scale: The scores of the scale are strongly agree (SA); agree (A); not sure (NS); disagree (D) and strongly disagree (SD). The findings are summarised in Table 5. The summary of the responses is presented in Table 2.

Table 2: Teachers' Responses on Principals' Empowerment Practices and Their Performance

Statement	SA		A		NS		D		SD	
	f	%	f	%	f	%	f	%	f	%
Teachers (n = 187)										
The principal entrusts teachers with leadership roles within the school	106	57%	61	33%	7	4%	9	5%	4	2%
Our principal encourages teachers to take responsibilities apart from classroom teaching	112	60%	50	27%	7	4%	13	7%	5	3%
Generally, the principal delegates duties according to teachers' skills and experience	98	52%	71	38%	7	4%	5	3%	6	3%

I feel that when I am entrusted with some responsibilities I grow in my teaching profession	101	54%	57	30%	9	5%	10	5%	10	5%
The delegation of tasks by my principal makes me feel encouraged to perform better	118	63%	52	28%	8	4%	5	3%	4	2%
I am encouraged to be a committed teacher when my principal delegates me some responsibilities	121	65%	54	29%	3	2%	5	3%	4	2%

Source: Filed data, 2024

As Table 2 indicates, in the first statement, 57% of the teachers strongly agreed that their principals entrust teachers with leadership roles, 33% agreed while only 5% disagreed and 2% strongly disagreed. In the interviews, the principals exhibited awareness of the need to delegate tasks in the school to achieve educational objectives. Besides, there is a policy requiring that each school should have an adequate role structure. The Primary Education Director states that:

“For activities in and out of the classroom the principal delegates, he has a senior teacher, sports master, curriculum master, a deputy, and the rest of them. They can sit together, for example, if the principal is not there the deputy will handle issues, or although he is around, he delegates the others” (Primary Education Director, 1st December 2024).

The principals’ empowerment through encouraging teachers to take responsibilities apart from classroom duties elicited a high agreement among the respondents where 60% strongly agreed and 27% agreed, while only 7% disagreed and 3% strongly disagreed with the statement. Shava and Heystek, (2021) stated that principals’ teacher empowerment is crucial to bring about positive change in schools. During fieldwork, the researcher observed that the structure of different roles assigned to the teachers, such as sports master, member of the disciplinary committee and so on, are similar in all the schools and this could be the reason why all teachers in one way or another are delegated with duties outside classroom responsibilities.

Concerning principals’ consideration of teachers’ interests and skills when delegating duties, 52% of the respondents strongly agreed to this statement 38% agreed while only 3% disagreed and 3% strongly disagreed. Teacher empowerment does not only depend on organisational structure but on other aspects such as adequate management of the talent pool. To that effect, the principal in the daily interactions with each teacher can identify skills, experience and interests that could be maximised to their full potential by allowing teachers to develop their talents and interests and delegating them accordingly. Once identified, principals delegate teachers. One principal explained that:

“First of all, I must have a meeting with the teachers. Each person expresses what they are good at. Even from the look and observation, you see somebody playing in the field, you might know that person is good at football, they know themselves” (Principal E, 10th December 2024).

Concerning interests and experience another principal adds that:

“All of them are delegated, according to their interest. Normally I don’t just give full responsibility to somebody who has no experience. For instance, those who have experience, we put in charge and the new teacher will be an assistant” (Principal A, 26th November, 2024).

Regarding the growth in their profession that teachers feel when they are entrusted with responsibilities by their principals, 54% of them strongly agreed with the statement, 30% agreed while only 5% disagreed and strongly disagreed respectively. Teachers, on the other hand, feel that they learn and develop their capacities when they are entrusted by their principals, motivating them in their commitments to the school. When asked in an open-ended question to describe how their principals empower them, teacher A stated that; “Apart from assigning me to school activities and responsibilities, the principal has trust in me when he sends me to work with and assist other teachers.” Another teacher explained that; “The principal empowers me by allowing me to showcase my skills in providing services in the school.” Teacher C on the other hand explained that:

Delegation of duties is an opportunity to develop. *“My principal empowers me by sending me to other schools to represent him and therefore learn. The autonomy granted by my principal is a source of empowerment...by freely allowing us to perform our duties and to express our talents” (Teacher C, 26th November 2024).*

The question of whether the teachers feel encouraged to perform better when their principals delegate them with some tasks elicited agreement among the respondents with 63% strongly agreeing, 28% agreeing and only 3% disagreeing while 2% strongly disagreeing with the statement. The data suggests that there is a positive relationship between teacher empowerment and their job performance. Such findings are similar to previous investigations, affirming that task delegation allows teachers to grow professionally (Amalia et al., 2021; Okaforcha et al., 2023; Shava & Heystek, 2021), but contrast with Limon, (2022), who found that direct effect of teacher empowerment on their job performance is not significant. The result analysis identifies teacher empowerment as a key factor in teacher commitment and job performance in Heiban. When a teacher experiences the trust given by the principal, this gives confidence in her or his capacity to do the job well.

Lastly, teachers were asked to express their feelings of encouragement to be committed to their work when their principals delegated them some responsibilities. The results display a high consensus, 65% strongly agree, 29% agree, 3% disagreed and 2% strongly disagreed. In Heiban public primary schools, the structural organisation allows teachers to be delegated by their principals, for instance, extracurricular activities, manual work, celebrations and other activities. Teachers’ answers suggest that the autonomy in these activities, growth opportunities and confidence granted through task delegation might be behind teachers’ feelings of encouragement to be committed in their schools. For instance, some teachers in the open-ended question about their how they feel when their principal delegates duties to them and how it helps them to improve in their job performance: *“My principal empowers me by entrusting me with responsibility which helps me to grow in my teaching.”* Another teacher expresses his opportunities for growth, *“by allowing me to showcase my skills in providing services in the school.”*

1.10 Conclusion

The investigation aimed to examine the influence of principals’ teacher empowerment practices on job performance in public primary schools in Heiban County, Sudan. It was concluded that, school principals empower their teachers by delegating duties and holding teachers accountable for their duties outside the classroom. Before assigning duties, principals considered teachers’ interests, experience and skills. Teachers feel motivated when their principal entrusts them with extra duties.

1.11 Recommendations of the Study

Based on the findings of the study, some recommendations are presented, they are recommendations for practice, policy and future research.

Recommendations for Practice

Principals are encouraged to become more innovative in enhancing teacher empowerment strategies in collaboration with the County and payam education administrators.

Recommendations for Policy

The County Education Secretariat should ensure that structures are created in such a way as to offer teachers the opportunity to be trained, either in the pre-service or training on the job modality to enhance their job performance. The investigation found that there are policies in place which enhance collaboration and teacher empowerment practices. Additionally, according to UNICEF (2021), gender parity and equity policy exists in the country, and it is the responsibility of the regional education sector to implement it. It is recommended that the Primary Education Director and Payam educational officers promote equity in gender representation in both school leadership and teaching roles when deploying individuals since the findings suggest an under-representation of females in administrative and teaching roles.

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