

Principals Leadership Styles as Determinants of Teachers' Job Performance in Public Secondary School in Delta North Senatorial District, Delta State.

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Abstract

The leadership style of principals was investigated as a driver of teacher job performance in public secondary schools in Delta North senatorial district of Delta State. The study's participants were 12,200 teachers from Delta North senatorial district's 166 public secondary schools. A sample of 240 teachers was chosen from this cohort using simple random selection. The study used two tools to gather data: The Leadership Style Questionnaires (LSQ) and the Teacher Job Performance Questionnaire (TJPQ). The study was guided by two research questions and two hypotheses. At the 0.05 level of significance, the data was analyzed using frequency and percentage for the research questions and the chi-square contingency table for the hypotheses. The democratic system was discovered to be effective and the most popular leadership style adopted by principals of public secondary schools in the district was style. In terms of teacher perceptions of work performance, there was no significant difference between male and female teachers. It was suggested that principals at these schools maintain a democratic leadership style. Autocratic and laissez-faire leadership styles should be avoided at all costs.

Keywords: Principals, leadership, styles, teachers, job, performance

Introduction

In social organizations, such as the school system, people or groups of people are normally in charge of directing their operations and activities. They are individuals who have the ability to persuade subordinates to work toward the organization's objectives and aims. This is because the success or failure of any organization, including schools, is largely determined by the leadership. To put it another way, leadership is critical to every group's or organization's success, advancement, and survival.

Most of our secondary schools are now larger than they were in the 1960s, and their structures and compositions are becoming more complicated, necessitating a greater requirement for administrative leadership. Teachers, students, and parents all look up to the school principals for strong leadership in achieving educational objectives and goals. The school principal plays a vital role in promoting these aims and goals. Providing good leadership in secondary schools is one of these tasks, with the goal of improving teacher performance. Many educators are concerned about how well the principal is at performing these functions (Ige, 2001).

The importance, place, and desired level of principal leadership in the overall health and success of the school are non-negotiable in Nigeria in general, and in Delta North senatorial district of Delta State in particular, and have been consistently referenced in the Nigerian National Policy on Education (NPE, 2014). It is stated explicitly in the document that the school principal is expected to perform a variety of administrative duties, one of which is frequent teaching oversight. The principal's role is to assist and guide teachers in translating the provisions of the National Policy on Education (NPE, 2014) and the notion of curriculum into practical lessons for learning [1]. Principals are also in charge of coordinating, supervising, controlling, and guiding instructors with a wide range of cultural backgrounds, experiences, views, and work habits. Principals' leadership styles tend to become democratic, autocratic, and laissez-faire in order to properly carry out their responsibilities and significantly achieve in their schools. It is not surprising, however, that principals of secondary schools in Delta State are under pressure to provide effective leadership. However, it appears that many administrators have not considered their leadership behavior as a driver of teacher job performance in their schools, and as a result, some of them are finding it difficult to effectively run their schools

[2, 3]. As a result, leadership behavior plays a crucial role in school administration. As a result, the democratic, autocratic, and laissez-faire behavior of school administrators will be investigated as drivers of teacher job performance in public secondary schools in Delta North Senatorial District of Delta State.

Leadership Style

Leadership can be defined as the administrative force that directs and regulates the human and material resources of an organization toward institutional goals and standards, as well as the goals of individual members of the organization. Many studies have been conducted on how a leader performs his duties (leadership style), and it has been discovered that the leadership styles observed among leaders are dependent on a number of factors, including the leader's personality, the tasks to be completed and the nature of the group, as well as current events in the organization. Specific research on leadership styles, however, suggests that the style may be fixed at some locations along a continuum.

Okoyi (2016), for example, investigated the association between secondary school principals' leadership styles and teachers' job performance in Ondo State's selected areas. Based on the data, it was determined that the leadership style was a blend of autocratic and democratic. Principals would encourage teachers to do better on the job. In addition, recent studies on the relationship between autocratic leadership style and teacher job performance by Duzé Bogler and Mwangi (2013) found that principals' autocratic leadership style affected teachers' job performance both directly and indirectly [4, 5, 6]. The principal is an individual with particular traits as a leader, and each has his or her own leadership style. Autocratic, democratic, laissez-faire, and charismatic leadership styles, according to Unachukwu are among the several leadership styles [7].

In autocratic leadership, the leader's prestige is centered on his or her ability to exert complete control and severe monitoring over his or her subordinates, and every worker is compelled to fit into his or her job. He rarely offers his subordinates the freedom to make decisions or take initiative, and he rarely gives them the resources they need to execute their jobs well. In the school system, an autocratic school administrator believes that he has the time and authority to make decisions, and that his commands must be followed. He regards himself as an expert in all fields of knowledge, including all teaching and learning. The democratic leader seeks to lead others by involving them in administrative processes such as planning, decision-making, task assignment, evaluation, and program execution. He gives his employees complete freedom to express themselves, share ideas, and criticize the leadership. Because the democratic school administrator or principle trusts his teachers, he empowers them to exercise their initiative in carrying out their duties while providing proper coordination and oversight. He tries to maximize the potential of his teachers by effectively distributing responsibilities to them with appropriate authorities.

Laissez-faire leadership is based on the principle of allowing things to run their own course without interference. The leader neither supervises the work of his subordinates nor exercises the required control over them. Idleness, laziness, complacency, low productivity, and poor work are all prone to occur. There will almost certainly be a series of quarrels among students or among teachers in the school system, and such scenarios may result in a complete breakdown of law and order. The charismatic leadership style is founded on people's faith in and dedication to a leader as a result of his inherent abilities. Integrity, knowledge, honesty, dependability, and wisdom are just a few of the unique personality attributes.

Leadership and Principalship

The way leaders and followers behave has a lot to do with leadership. According to Mullins, leadership is the approach through which a person impacts the behavior of others in order to achieve the organization's objectives and aims. According to Okwor and Ede, leadership is the behavior of a leader who interacts with members of a group in order to support the resolution of group problems [8, 9]. A competent leader must obviously have a clear and precise understanding of the organization's vision and objectives, as well as believing in the superior power of the mind. This indicates that leaders must have a clear vision, effectively strategize, control, and coordinate resources, and choose the proper people (Chukwu, 2016). The principal is the leader, administrator, manager, coordinator, and controller of all activities and programs that take place in the secondary school system. The success or failure of the secondary system is largely determined by the principals' administrative behavior.

Statement of the Problem

Secondary school teachers are vital human resources for the successful implementation of the National policy on Education in respect of secondary education component. Furthermore, studies have debated the relationship between a principal's leadership style and teacher performance (Nwadiani, 1998 & Adeyemi, 2006). The debate concentrated on whether or not principals' leadership behavior has an impact on teacher job performance.

In other circumstances, administrators take their leadership for granted and put in less effort to genuinely embrace a type of leadership behavior that will result in great job performance from their teachers. As a result, the purpose of this study is to see if there is a link between principal leadership style and teachers job performance in public secondary schools in Delta North Senatorial District of Delta State.

Objective of the Study

The goal of this study is to see how principal leadership styles, such as democratic, autocratic, and laissez-faire, affect teacher job performance at public secondary schools in Delta North Senatorial District of Delta State.

Research Questions

The following research questions were formulated to guide the study.

1. Which leadership style is most commonly used by school principals in public secondary schools in Delta North Senatorial District of Delta State?
2. Which principals leadership style is associated more with teachers job performance in public secondary schools in Delta North Senatorial District of Delta state?

Hypotheses

The study tested the under-listed hypotheses.

1. There is no significant difference between the democratic, autocratic, and laissez-faire leadership styles and teachers job performances in public secondary schools in Delta North Senatorial District of Delta State.
2. There is no significant difference between male and female teacher in their reported level of job performance in public secondary schools in Delta North Senatorial District of Delta State.

Methodology

The research was conducted using a descriptive research approach. The study's participants were 12,266 teachers from Delta State's 166 public secondary schools. A total of 240 teachers were chosen from this group for the study. A simple random selection strategy was utilized to pick the teachers for this investigation. Teachers or respondents were chosen for the study because of their knowledge of the school environment and administration, particularly in relation to principal leadership styles.

The data for this investigation was collected using two devices. The Teacher Job Performance Questionnaire (TJPQ) and the Leadership Style Questionnaire (LSQ) were used (TJPQ). Strongly Agree (SA) 4 points, Agree (A) 3 points, Disagree (D) 2 points, and Strongly Disagree (SD) 1 point were used to create both instruments.

Two specialists from the departments of educational administration and measurement and evaluation validated the data gathering instruments. All of the specialists were from the University of Delta, Agbor (Faculty of Education). The instrument's dependability was assessed. The Pearson Product Moment Correlation Coefficient was used to find this. The instrument was administered to one hundred and six (106) teachers who were not part of the study sample. The questionnaire was first delivered to the respondents and recorded, and then the instrument was re-administered to the same respondents after a two-week gap. After that, the Pearson Product

Moment Correlation Coefficient was applied, yielding 0.71 & 0.73 correspondingly. This shows that the study's instrument is quite reliable.

The 240 questionnaires were distributed with the help of some of the instructors from the sampled schools. It's worth mentioning that all 240 copies of the data was successfully retrieved.

The information gathered was examined and organized into tables. The research questions were analyzed using percentages and frequency, whereas the hypotheses were analyzed using a chi-square contingency table. The significance threshold was set at 0.05.

Data Analysis and Results Presentation

The data analysis for the study was done at a 0.05 alpha level to address the research questions and hypotheses.

Research Question 1

Which leadership style is commonly used by principals in public secondary schools in Delta North Senatorial District of Delta State?

Table 1: The most commonly used principals leadership style N = 240

LEADERSHIP STYLES	FREQUENCY	PERCENTAGE
Democratic	100	42
Autocratic	96	40
Laissez-Faire	44	18
TOTAL	240	100%

Table 1 revealed that 100 (42%) respondents reported that their principals adopted democratic leadership and 96 (44%) reported Autocratic leadership and 44 (18%) reported laissez-faire. Thus, the findings showed that the most commonly used principals leadership style in public secondary schools in Delta North Senatorial District to be the democratic leadership style. The least adopted leadership style by principals in public secondary schools in Delta North Senatorial District is that of the Laissez-Faire.

Research Question 2

Which principals leadership style is more associated with teachers job performance in public secondary schools in Delta North Senatorial District of Delta State?

The data relevant to answering research question 2 have been analyzed and presented in table 2, 3 and 4 below.

Table 2: Democratic leadership style and level of job performance of teachers N = 100

LEADERSHIP STYLES	LEVEL OF JOB PERFORMANCE	FREQUENCY	PERCENTAGE
Democratic	Strongly agree	30	30
	Agree	60	60
	Disagree	07	7
	Strongly disagree	03	3
TOTAL		100	100%

Table 3: Autocratic leadership style and level of job performance of teachers N = 96

LEADERSHIP STYLES	LEVEL OF JOB PERFORMANCE	FREQUENCY	PERCENTAGE
Autocratic	Strongly agree	34	35.4
	Agree	46	48
	Disagree	10	10.4
	Strongly disagree	06	6.2
TOTAL		96	100%

Table 4: Laissez-Faire leadership style and level of job performance of teachers N = 44

LEADERSHIP STYLES	LEVEL OF JOB PERFORMANCE	FREQUENCY	PERCENTAGE
Laissez-Faire	Strongly agree	16	36.3
	Agree	16	36.3
	Disagree	08	18.1
	Strongly disagree	04	9
TOTAL		44	100%

An examination of the above tables reveals that teachers under principals that adopted the democratic leadership style are more satisfied than their counterparts who are under principals who adopted either the Autocratic leadership style or Laissez-Faire leadership style. For instance of the 100 teachers who reported a state of democratic leadership style, 90 agreed that they have enhanced job performance.

Hypothesis 1:

There is no significant difference between the democratic, autocratic and Laissez-Faire leadership styles and teachers job performance in public secondary schools in Delta North Senatorial District of Delta State.

Table 5: Test of significance difference between democratic, autocratic and laissez-faire leadership styles and teachers level of job performance.

TYPES OF LEADERSHIP STYLES	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	ROW TOTAL	X ² VALUE
Democratic	30 (33)	60 (50)	7 (10)	3 (5)	100	
Autocratic	34 (33)	46 (48)	10 (10)	6 (5)	96	11.15
Laissez-Faire	16 (15)	16 (22)	8 (5)	4 (2)	44	
Column Total	80	122	25	13	240	
* Not significant at $P \leq 0.05$, $df = b = 12.59$						

The data in table 5 above shows that there is no significant difference between the Democratic, Autocratic and Laissez-Faire leadership styles and teachers level of job performance. The calculated chi-square of 11.15 is lower than the critical value of 12.59 at degree of freedom of b and 0.05 level of significance. We therefore, accept the null hypotheses that states that there is no significance

difference between the three leadership styles and teachers job performance.

Hypotheses

There is no significance difference between male and female teachers in their reported level of job performance.

Table 6: Tests of significance difference between male and female teachers and their level of job performance. Table 6: Tests of significance difference between male and female teachers and their level of job performance.

SEX OF TEACHERS	LEVEL OF JOB PERFORMANCE				ROW TOTAL	X ² VALUE
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE		
Male	26 (27)	44 (44)	10 (9)	6 (6)	86	0.17
Female	52 (50)	78 (78)	14 (15)	10 (10)	154	
Column Total	78	122	24	16	240	

* Not significant at $P \leq 0.05$, $df = 3$, $b = 0.17$

The result of the data analysis presented in the contingency table 6 reveals that there is no significant difference between the male and female teachers in their perception of job performance. The calculated chi-square value of 0.17 which is lower than the critical value of 7.82 at $df = 3$ at 0.05 level of significance validates the above assertion. Therefore, the null hypothesis states that there is no significance difference between male and female teachers in their reported level of job performance, is hereby accepted. This implies that the set of teacher has nothing to do with teachers level of job performance.

Discussion of the Results

The preceding depicts the results of the study's data analysis. The results of research question one found that, among the three leadership styles, democratic leadership was the most popular among principals in public secondary schools in Delta North Senatorial District of Delta State. This conclusion is consistent with Adeyemi (2011), who discovered that among principals of senior secondary schools in Ondo State, democratic leadership was the most often utilized leadership style.

The findings for research question two revealed that teachers have a higher level of job performance under democratic leadership styles. Out of the 240 teachers surveyed, 90 agreed to have a higher level of job performance under democratic principals, 80 agreed to have a higher level of job performance under autocratic principals, and 32 agreed to have a higher level of job performance under laissez-faire principals. This research supports Okpo's (2015) claim that principals' democratic leadership style has the greatest impact on teachers' job performance in one of Edo State's districts. This data, on the other hand, contradicts the findings of Werang and Lane (2010), who found that the majority of principals in Merauke Regency Gambia used authoritarian leadership approaches.

In this study, the two null hypotheses that were generated and eval-

uated were accepted. The results of hypothesis one revealed that there are no significant variations in teacher performance between the three leadership styles. This means that there are no substantial variations in teacher job performance between democratic, autocratic, and laissez-faire leadership approaches. Indeed, this supports Lipham and Hoeh J. (1974)'s claim that the acceptable leadership style (transactional) emphasizes the need to move toward one style under one set of circumstances and to a different style under a different set of circumstances. It also agrees with Okoji (2016), who indicated that principals using a mix of democratic and autocratic leadership styles will improve teacher job performance. Teachers would perform better if principals used a combination of democratic and autocratic leadership styles. As a result, principals should understand both the normative and personal dimensions in order for teachers to have high levels of work performance.

The results of hypotheses two revealed that there is no significant difference in reported job performance between male and female teachers. This conclusion, on the other hand, contradicts Tawari's (1986) findings, which found that sex and training were major variables in how teachers view administrators' leadership approaches in order to boost their morale and job performance.

Conclusion

According to the conclusions of this study, principals' leadership style is a key variable in teachers' job performance in public secondary schools in Delta North Senatorial District of Delta State. This is obvious in the outcomes of this study, which found that administrators' leadership style is related to teachers' job performance in schools. In reality, democratic leadership is the best style of leadership for improving job performance among teachers in Delta North Senatorial District's public secondary schools. Furthermore, the gender of teachers has no bearing on their degree of job performance.

Recommendations

The following recommendations were made:

1. Principals in Delta North Senatorial District should continue to use democratic leadership styles.
2. Regular seminars and workshops for principals and teachers of various schools should be held to keep them informed about the benefits of democratic practices.
3. The use of autocratic and laissez-faire leadership styles by school principals should be discouraged.

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