

**INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON TEACHERS'
JOB PERFORMANCE IN SECONDARY SCHOOLS IN MAKURDI
EDUCATION ZONE OF BENUE STATE, NIGERIA**

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Abstract

This study investigated the influence of principals' leadership styles on teachers' job performance in secondary schools in Makurdi Education Zone of Benue State, Nigeria. Two research questions and two hypotheses guided the study. The related literature review was done under the theoretical/conceptual, empirical studies and summary which identified the influence of principal's leadership styles on teachers' job performance in secondary schools. Descriptive survey research design was adopted for the study. The population of the study comprised 1,766 teachers from 86 grant-aided secondary schools in Makurdi Education Zone of Benue state. A sample of 300 teachers was used for the study. A 10-item structured questionnaire developed by the researcher titled "Principals' Leadership Styles Questionnaire (PLSQ)-" was used for data collection. Descriptive statistics of mean and standard deviations were used to answer the research questions while Ch-square was used to test the hypotheses at 0.05 level of significance. The findings indicated that autocratic and democratic leadership style of principals has significant influence on teachers' job performance in secondary schools in Makurdi Education Zone of Benue State, Nigeria. It was recommended among others that there should be situations that principals can use autocratic leadership style to compel teachers to perform their job. This may be especially when the teachers are lazy, uncompromising and stubborn.

Key Words: Influence Leadership Styles, Teachers' Job Performance, Autocratic and Democratic.

On a generally note, a leader (principals) in a secondary school as an organization is one in a position to influence the action of his followers (teachers) so that the set goals and objectives of the institution are achieved. Leadership for instance

which derives its strength from the willingness of others to follow is the art of inducing or propelling others to work willingly with the eagerness to achievement goals. Leadership calls for making decisions that may help to facilitate good interpersonal relations with the subordinates and the super-ordinates as they interact. This will bring about better understanding of each other's needs, problems aspirations and move together towards goal achievement. This means that leadership seems to be one of the most important factors that contribute towards the success of any organization like the school. In educational institutions especially secondary schools today, principals as leaders bear a heavy burden of responsibility for their school. This is because they undertake the day to coordination of the activities of the school in terms of management of human and material resources among others in the most efficient and effective manager geared towards goals achievement (Obilade, 2000).

Leadership is "a process whereby an individual influences a group of other individuals to achieve a common goal" (Northouse, 2004). Koontz and O'Donnell (1959) in Gitaka (2014) explain that leadership is a way of influencing people to follow achieving of a common goal. It could also be described as the ability to get things done with the assistance "and co-operation of the people within the school system (Aghenta, 2001). Davis cited in Idoko (2010) opines that, leadership is a human factor which binds a group together and motivates them towards set goal. It is the manner and approach of providing direction, implementing plans, and motivating

people to perform at the very peak of their abilities. Messick and Kramer (2004) argued that the degree to which the individual exhibits leadership traits depends not only on his characteristics and personal abilities, but also on the characteristics of the situation and environment in which he finds himself. Since human beings could become members of an organization in order to achieve certain personal objectives, the extent to which they are active members depends on how they are convinced that their membership will enable them to achieve their predetermined objectives. Therefore, an individual will support an organization if he believes that through it his personal objectives and goals could be met: if not, the person's interest will decline.

In the views of Josanov-Vrgovkl Mid Pavlovic (2014), leadership deals with followers and its importance is to influence their performance. Leadership is indispensable in organizations: it provides directives to followers, helps visualize achievement, encourages and induces or inspires followers to achieve. Josanov-Vrgovicl and Pavlovic further stated that leadership is very important in any organization especially in schools. Whatever is the standard of organization in terms of its resources without leadership, it may not yield expected result.

Mbiti (2004) identified six characteristics of leadership to include: authority: which means the right conferred on an administrator in an organization to make decisions in the course of discharging his responsibility, power: the force behind authority in administration. responsibility: a display of moral integrity royalty to ones employer and a sense of professional maturity in carrying out ones duty with a high sense of sticking to one's Professional ethics, delegation of responsibility: the process of dividing ones total work and giving part of it to a subordinate or subordinates, decision making: the cognitive process resulting in the selection of a course of action among several alternative scenarios and expertise which consists of those

characteristics, skills, and knowledge of a manager of an organization which distinguish them from novices and less experienced managers.

Commenting on the issue of leadership style, Yawe and Ivagher (2016) stated that, the pattern of relation between leaders and followers usually constitute the basis for leadership classification. Leadership styles according to Hersey and Blanchard (2006:34) is "a constant pattern of behaviour which the leader exhibits, as perceived by others, when she/he is attempting to influence the activities of the group". Hersey and Blancliard believed that there is not a particular style that is more effective than another is, rather the effective style of leadership is contingent upon the situation. Martindale (2011) defines leadership style as a leader's style of providing direction, implementing plans, and motivating people. According to Miller, Walker and Drummond (2002), leadership style is the pattern of interactions between leaders and subordinates.

Autocratic leadership style of principals is known to have power and decision making residing basically on the principal as the leader of the school. (Smylie & Jack 2000, Hoy & Miskel, 2002 & Olayiyan, 2007). According to Adeyemi (2006) in the autocratic style of leadership, the administrator has the interest of the subordinates as secondary. The basic human needs are ignored. The administrator is feared rather than respected. The leader is selfish, wicked, ruthless, greedy and power crazy. He does not consult with any group before taking decisions. Autocratic leadership kills initiative among the teachers and students and very often, its actions lead to riots and strikes (Nsubuga, 2005). Philip (2014) found that autocratic leadership style does not significantly influence the job performance of teachers and that the level of performance of teachers was low.

Democratic style of leadership emphasizes group and leadership participation in making of

policies. Decisions about organizational matters are arrived at after consultation and communication with various people in the organization (Heenan and Bennis, 1999). In this leadership style, a high degree of staff morale is always enhanced (Mba, 2004). Obi (2003) opines that employees are satisfied with democratic leadership because their opinions, comments and suggestions are needed for decision-making. Similarly, Ezeuwa (2005) observes that democratic leaders see their subordinates as colleagues and partners in progress with objective ideas for solving organizational problems. This motivates the subordinates to perform well than when total neglected from organizational dealings. Akor (2008) found that a democratic leader develops plans to help students evaluate their own performance, recognizes and encourages student and teachers relationship, it also encourages achievement in class and encourages employee to grow on the job and be promoted.

Principals as institutional leaders influence teachers for effective teaching and learning in the school. They play a crucial role in creating the factors, which affect the organization health of the school (Healy, 1994:64). This implies that the school principals are the most visible and directly accessible representatives of the school who highly influence the job performance of teachers. Thus, teachers' job performance in the school system can positively or negatively be affected by their principals' leadership style.

Teachers' job performance could be described as the duties performed by a teacher at a particular period in the school system in achieving organizational goals (Obilade, 1999). According to Oluwatoyin (2003) teachers' job performance could be determined by the principals' behaviour under different situations and/or by his level of participation in the day-to-day running of the organization for goal accomplishment. Job performance of a worker could be described as low, moderate, high, etc, depending on the

extent of his commitment to work in order to achieve set objectives and goals (Adeyemi 2004). Obilade (2000) and Owoeye (2000) stated that variables of job performance such as effective teaching, lesson note preparations, effective use of scheme of work, effective supervision, monitoring of students work and disciplinary ability are virtues which teachers should uphold effectively in the school system and for the teacher to achieve this, the principal is to create a conducive atmosphere for the teacher to achieve desired changes in students. This calls for the need to investigate the influence of principals' leadership style on teachers' job performance. This is because, many researchers have reviewed a lot of literature which dealt with leadership styles in other levels of education especially in terms of its strength and weaknesses, but much has not been done on their practice, right usage or application to problems of the school by principals of this level of secondary schools.

Statement of the Problem

In recent times, poor administration has been an issue of concern to the government, the school administrators, and other education stakeholders. Some concerned individuals observed that education system at all levels is burdened with series of problems which include poor academic performance of students especially in qualifying examinations, examination malpractice, truancy of students, poor attitude of teachers to teaching among others. The school principals seems to be mostly blamed or held accountable for non-performance of their duties and their failure to exhibit appropriate and favourable leadership behaviours to solve these problems lingering in the educational system. It is obvious that successful transformation of education system depends on the roles and decisions taken by the leader. In essence the styles of leadership in schools to some extent

have a lot of effect on the teacher's job performance.

The school principals seems to have fail to recognize the best leadership style or behaviour to employ in a given situation and their lukewarm attitude in addressing burning isles negatively influencing the teachers" input in the school system and this has led to increasing poor performance of teachers in the school system. The researcher observed that the status in student achievement and behaviour is dwindling at an alarming rate, unfortunately this is not restricted to students alone but also to teachers while it would not be said that secondary school teachers lack the necessary skills for effective performance. It is also obvious that they lack the willingness and disposition to effectively function within the system. These carefree attitudes or loss of devotion on the part of teachers have been suspected to emanate from leadership styles of school principals such as autocratic and democratic among others. With the previous research carried out by researchers on principals" leadership styles and its influences on teachers' job performance, the influence remains in doubt and calls for more research attention. It is against this background that the problem of this study stated in a question form is: In what ways does principals' leadership styles influence teachers' job performance in secondary schools in Makurdi Education Zone of Benue State, Nigeria.

Purpose of the Study

The main purpose of this study is to investigate the influence of principals' leadership styles on teachers' job performance in secondary schools in Makurdi Education Zone of Benue State, Nigeria. Specifically, the study sought to;

1. determine the influence of autocratic leadership style on teachers' job performance in secondary schools in Makurdi Education Zone of Benue State, Nigeria.
2. ascertain the influence of democratic

leadership style on teachers' job performance in secondary schools in Makurdi Education Zone of Benue State.

Research Questions

The study was guided by the following research questions;

1. What is the influence of autocratic leadership style on teachers' job performance in secondary schools in Makurdi Education Zone of Benue State?
2. What is the influence of democratic leadership style on teachers' job performance in secondary schools in Makurdi Education Zone of Benue State?

Hypotheses

The following hypotheses were formulated and tested at .05 level of significance.
Ho₁. Autocratic leadership style has no significant influence on teachers' job performance in secondary schools in Makurdi Education Zone of Benue State, Nigeria.
Ho₂. Democratic leadership style has no significant influence on teachers' job performance in secondary schools in Makurdi Education Zone of Benue State.

Methods

The study adopted a survey research design to enhance generalization of findings. The survey research design according to Olayiwola (2007) is a research method that describes a given state of affairs at a particular time. The study is confined to Makurdi Education zone of Benue State which comprise of four local government areas namely; Guma, Gwer-East, Gwer-West and Makurdi., Nigeria. The population of the study comprised 1,766 teachers from 86 grant-aided secondary schools in Makurdi Education Zone of Benue State, Nigeria. A sample of 300 teachers was used for the study. A 10-item structured questionnaire

developed by the researcher titled "Principals' Leadership Styles Questionnaire (PLSQ)" was used for data collection. The questionnaire was validated by two experts in Educational Management and Tests and Measurement from the Faculty of Education, Benue State University, Makurdi. A trial- test (pilot study) was conducted on 20 respondents who were not part of the sample for the main study. The result of the pilot study was analyzed using Cronbach Alpha Correlation Coefficient and a reliability coefficient of .81 was obtained from the instrument. The data collected was analyzed using simple descriptive statistics of mean and standard deviation to answer research questions. A mean cut-off point of 2.50 was used for decision making. Any mean score of 2.50 and above was accepted as having the desired influence while any mean score below 2.50 was regarded as not having influence. The hypotheses were tested using chi-square test of goodness of fit at .05 level of significance.

Results and Findings

This section presents and discussed the results of the study.

Research Question 1

What is the influence of autocratic leadership styles on teachers' job performance in secondary school in Makurdi Education Zone of Benue State Nigeria?

Table 1: Mean Ratings and Standard Deviations of the Influence of Autocratic Leadership Styles on Teachers' Job Performance In Secondary School

Item No	Item Description	SA	A	D	SD	X	SD	Decision
1	In autocratic leadership style there is increase output but always short-lived.	163	119	10	8	3.46	0.69	Agreed
2	In autocratic leadership style, teachers may indulge in lateness to work, reduction of work output, sabotaging the work, withdrawal of support and cooperation due to the force used on the teachers.	181	80	261	11	3.43	0.83	Agreed
3	The Principal assumes the sole responsibility of making all decisions for the school.	201	58	23	19	3.47	0.88	Agreed
4	Principals are likely to achieve less if the teachers are not carried along mostly in the area of making decisions for the institutions in an autocratic leadership style.	147	99	38	16	3.26	0.88	Agreed
5	Autocratic leadership style kills initiatives among the teachers which adversely affect their job performance	162	109	18	11	3.41	0.76	Agreed
Cluster Mean/Standard Deviation					3.41	0.81	Agreed	

Data on Table 1 showed that the mean rating for items 1-5 were 3.46, 3.43, 3.47, 3.26 and 3.41 respectively with their corresponding standard deviations of 0.69, 0.83, 0.88, 0.88 and 0.76. All the mean ratings are above the cut-off point of 2.50. This means that the respondents had agreed that in autocratic leadership style, there is increase output but always short-lived. In autocratic leadership style, teachers may indulge in lateness to work, reduction of work output, sabotaging the work, withdrawal of support and cooperation due to the force used on the teachers. They also agreed that the principal assumes the sole responsibility of making all decisions for the school. More so, principals are likely to achieve less if the teachers are not carried along mostly in the area of making decisions for the institutions in an autocratic leadership style and that autocratic leadership style kills initiatives among the teachers which adversely affect their job performance. The cluster mean of 3.41 with the standard deviation of 0.81 were also found to be above the cut-off

point of 2.50. This implies that autocratic leadership styles influence teachers' job performance in secondary school in Makurdi Education Zone, Nigeria.

Research Question 2:

What is the influence of democratic leadership style on teachers' job performance in secondary schools?

Table 2: Mean Ratings and Standard Deviation of the Influence of democratic leadership style on teachers' job performance in secondary schools.

Item No	Item Description	SA	A	D	SD	\bar{X}	SD	Decision
6	A high degree of staff morale is always enhanced in a democratic leadership style of principals	127	161	8	14	3.37	0.61	Agreed
7	The democratic principal builds team spirit among his teachers which motivate them towards better performance.	138	154	6	2	3.43	0.57	Agreed
8	Teachers are more committed to carrying out the decisions in which they played a part in formulating in a democratic leadership style	204	86	5	5	3.63	0.61	Agreed
9	Approach in a democratic leadership style can lead to things happening more slowly but often the end result is better	150	110	22	18	3.31	0.85	Agreed
10	Democratic leadership style does not only increase job satisfaction by involving employees or team members in what's going on, but it also helps to develop people's skills.	171	118	7	4	3.52	0.61	Agreed
Cluster Mean/Standard Deviation						3.45	0.65	Agreed

Table 2 indicates that the mean ratings for items 6-10 were 3.37, 3.43, 3.63, 3.31 and 3.52 with their corresponding standard deviations of 0.61, 0.57, 0.61, 0.85 and 0.61. All the mean ratings were above the cut-off point of 2.50. This means that the respondents had agreed that a high degree of staff morale is always enhanced in a democratic leadership style of principals. The democratic principal builds team spirit among his teachers which motivate them towards better performance. Also, teachers are more committed to carrying out the decisions in which they played a part in formulating in a democratic leadership style. More so, approach in a democratic leadership style

can lead to things happening more slowly but often the end result is better and that democratic leadership style does not only increase job satisfaction by involving employees or team members in what's going on, but it also helps to develop people's skills. The cluster mean of 3.45 with the standard deviations of 0.65 were also found to be above the cut-off point of 2.50. This implies that democratic leadership style influence teachers' job performance in secondary schools.

Hypotheses Testing

Hypotheses One:

Autocratic leadership style has no significant influence on teachers' job performance in secondary schools in Makurdi Education Zone of Benue State, Nigeria.

Table 3: Chi-Square Test of the Influence of Autocratic Leadership Style on Teachers' Job Performance in Secondary Schools

Table 3: Chi-Square test of the influence of autocratic leadership style on teachers' job performance in secondary schools

Opinions	Observed frequency	Expected frequency	df	χ^2_{cal}	χ^2_{tab}	Level of sig	Decision
No Influence	39	150	1	71.38	3.84	0.05	H_0 Rejected
Influence	261	150					

Values in parentheses are percentages. $\chi^2 = 71.38, df = 1, p = 0.05 > 0.00$.

The result on Table 3 indicates that the calculated chi-square value is 86.10 while the critical or table value is 3.84 checked at 0.05 level of significance and at 1 degree of freedom. Since the chi-square calculated value was greater than the critical value ($71.38 > 3.84$), the null hypothesis which states that autocratic leadership style has no significant influence on teachers' job performance in secondary schools in Makurdi Education Zone was rejected. The implication of the result is that autocratic

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leadership style has significant influence on teachers' job performance in secondary schools in Makurdi Education Zone of Benue State, Nigeria.

Hypotheses 4:

Democratic leadership style has no significant influence on teachers' job performance in secondary schools in Makurdi Education Zone of Benue State.

Table 4: Chi-Square test of the influence of democratic leadership style on teachers' job performance in secondary schools

Opinions	Observed frequency	Expected frequency	df	χ^2_{cal}	χ^2_{tab}	Level of sig	Decision
No Influence	11	150	1	97.53	3.84	0.05	H_0 Rejected
Influence	289	150					

Values in parentheses are percentages. $\chi^2 = 97.53$, $df = 1$, $p = 0.05 > 0.00$.

Values in parentheses are percentages. % = 97.53, df- 1, p = 0.05 > 0.00.

Table 4 indicates that the calculated chi-square value is 97.53 while the critical or table value is 3.84 checked at 0.05 level of significance and at 1 degree of freedom. Since the chi-square calculated value was greater than the critical value (97.53 > 3.84), the null hypothesis which states that democratic leadership style has no significant influence on teachers' job performance in secondary schools was rejected. This implies that democratic leadership style has significant influence on teachers' job performance in secondary schools of Benue State, Nigeria.

Discussion of Findings

The first finding of the study as presented on Table 4 indicates that autocratic leadership style has significant influence on teachers' job performance in secondary schools in Makurdi Education Zone of Benue State, Nigeria. The result agrees with Adeyemi (2006) who observes that in the autocratic style of leadership, the

administrator has the interest of the subordinates as secondary. The basic human needs are ignored. The administrator is feared rather than respected. The leader is selfish, wicked, ruthless, greedy and power crazy. He does not consult with any group before taking decisions. Autocratic leadership kills initiative among the teachers and students and very often, its actions lead to riots and strikes (Nsubuga, 2005). In line with the finding, Philip (2014) found that autocratic leadership style does not significantly influence the job performance of teachers and that the level of performance of teachers was low.

The second finding of this study revealed that democratic leadership style has significant influence on teachers' job performance in secondary schools of Benue State, Nigeria. This finding corroborate with the views of Ezeuwa (2005) who observed that democratic leaders see their subordinates as colleagues and partners in progress with objective ideas for solving organizational problems. This motivates the subordinates to perform well than when total neglected from organizational dealings. Also in agreement with the finding, Akor (2008) found *that* a democratic leader develops plans to help students evaluate their own performance, recognizes and encourages student and teachers relationship, it also encourages achievement in class and encourages employee to grow on the job and be promoted.

Conclusion

Based on the results of the study, it was concluded that autocratic and democratic leadership style of principals has significant influence on teachers' job performance in secondary schools in Makurdi Education Zone of Benue State, Nigeria.

Recommendations

Based on the findings of this study, it was recommended as follows;

1. There should be situations that

principals can use autocratic leadership style to compel

teachers to perform their job. This may be especially when the teachers are lazy, uncompromising and stubborn.

2. Democratic leadership style of leadership by principals should be encouraged at all time even if it requires combining with another leadership styles. This is because it helps to propel, pock or direct teachers' behaviour towards better commitment and performance on their job.

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