

**THE INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON
TEACHERS' JOB PERFORMANCE IN PUBLIC SENIOR
SECONDARY SCHOOLS IN OVIA NORTH EAST LOCAL
GOVERNMENT AREA OF EDO STATE**

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BENIN CITY**

NOVEMBER, 2023

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT
OF EDUCATIONAL MANAGEMENT, FACULTY OF EDUCATION,
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MANAGEMENT**

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CERTIFICATION

We the undersigned names hereby certify that this research work was carried out by **Osarhuese Vincent IKEKU** with Matriculation Number: **EDU1803866** of the Department of Educational Management, Faculty of Education, University of Benin, Benin City in partial fulfilment of the requirements for the award of Bachelor Science (B.Ed.) Degree Honors in Educational Management.

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DEDICATION

This work is dedicated to God Almighty, the Alpha and Omega, for His guidance, protection, and love towards me, as well as my family for their utmost love and support in every area of my academics and life.

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ABSTRACT

The study investigated the influence of principals' leadership styles on teachers' job performance in public senior secondary schools in Edo State. The population of the study covered the twenty-eight (28) public senior secondary schools in Ovia North East local government area of Edo state. Also, the study took into consideration the three hundred and thirty six (336) teachers in the same local government area. The sample size of seventy (70) teachers was selected using the simple random sampling technique. The study was based on McGregor's X and Y theories. The researcher constructed a questionnaire that was used to obtain responses from the respondents. The reliability of the instrument was ascertained through test-retest procedure to be 0.87 coefficient using Pearson's Product moment correlation coefficient. Data collected were analyzed using the mean ratings.

The results of the analysis show that only the principals' democratic leadership style had a positive influence on teachers' job performance while the laissez-faire leadership style and the autocratic leadership style had a negative influence on teachers' job performance.

It was concluded that though there are three leadership styles available to school principals, only the democratic leadership style positively influenced teachers' job performance in Ovia North East local government area of Edo state. The laissez-faire and autocratic leadership styles negatively influenced teachers' job performance in the same local government area. This implies that the democratic leadership style is preferred by teachers and it should be adopted by principals in order to improve teachers' job performance. Therefore, leadership styles are important for teachers' job performance.

Consequently, the researcher recommended among other things, that principals must take cognizance of their behavioural patterns and styles of leadership in order to enhance teachers' job performance. Specifically, the democratic leadership style was suggested.

CHAPTER ONE

INTRODUCTION

Background to the Study

Education in Nigeria is an instrument for effecting national development. The country's educational goals have been set out in the National Policy on Education in terms of their relevance to the needs of the individual and the society (FGN, 2004). To this end, the National Policy on Education set up certain aims and objectives which were to facilitate educational development in the country. In fostering these aims and objectives, the school principal has important roles to play. Among these roles include providing effective leadership in secondary schools, thereby enhancing better teachers' job performance. How effective the principal is in performing these roles has been a matter of concern to many stakeholders which include educationists, parents and the government of every country from whom most of the resources for education are provided (Aghenta, 2000; Ige, 2001). It is imperative to mention here that senior secondary education in Nigerian schools is for a period of 3 years and it is for

students who had successfully completed the junior secondary education programme.

In Nigeria, there is rapid and increasing awareness in various sectors and fields in line with a sharp increase in the number of teachers, including the educational institutions such as universities, colleges, schools and others which are directly related to the educational domain (Ministry of Education, 2015). It is therefore not surprising that it is observed that there is pressure mounted on effective leadership among principals of secondary schools in Edo State, Nigeria. It seems however that many principals have not considered their styles of leadership as determinants of teachers' job performance in their schools. Hence, some of them seem to find it difficult to effectively administer their schools (Oyedemi, 1998; Adeyemi, 2004). Leadership style occupies an important position in school management in Edo State, Nigeria. The school principal occupies a strategic position as the manager or administrator who controls schools' resources for the purpose of attaining organisational goals.

According to John Gardner (2016), "leadership is the process of persuasion or example by which an individual (or leadership team)

induces a group to pursue objectives held by the leader or shared by the leader and his or her followers.” Leadership style is thus a particular behaviour applied by a leader to motivate subordinates to achieve the objectives of the organisation. It is the manifestation of the dominant pattern of behaviour of a leader. It is also a process through which a school administrator influences a teacher or group of teachers in the attainment of educational goals (Omolayo, 2015).The assertion presupposes that leadership style is the way in which that process is carried out. Leadership style encompasses how they relate to others within and outside the organisation, how they view themselves and their positions and to a large extent whether or not they are successful as leaders. If a task needs to be accomplished, how does a particular leader set out to get it done? If an emergency arises, how does a leader handle it? If the organisation needs the support of the community, how does a leader go about mobilizing it? All of these depend on leadership styles.

Chrislip and Larson (2015), outlined four styles of leadership as follows:

Autocratic- Autocratic leaders insist on doing it all themselves. They have all the power, make all the decisions, and don't often tell anyone else about what they are doing.

Managerial- The Leader who sees himself as a manager is concerned primarily with the running of the organisation. Where it is going is not an issue, as long as it gets there in good shape. He may pay attention to relationships with and among staff members, but only in the service of keeping things running smoothly.

Democratic- A democratic leader understands that there is no organisation without its people. He looks at his and others positions in terms of responsibilities rather than status, and often consults in decision making.

Laissez Faire- This leader tries to allow everyone in the organisation work in their own way and pace without intervention. He believes that everybody knows what he or she is doing and should work without supervision. He has trust in the experience and performance of his subordinates and therefore allows them to work on their own.

Charismatic Leadership Style: A leadership style known as charismatic leadership places a strong emphasis on the individual charisma,

magnetism, and persuasion skills of the leader. A charismatic leader may inspire and encourage others to accomplish amazing outcomes because they have a captivating vision. They frequently have excellent communication skills, self-assurance, and a magnetic presence.

However, for the purpose of this study, democratic, laissez faire and autocratic leadership styles will be used.

Principals' Laissez-faire leadership style can provide teachers with a high degree of autonomy and freedom to make decisions and implement their own teaching strategies. This can be beneficial for teachers who are self-motivated and innovative, as it allows them to exercise their creativity and tailor their instructional methods to suit their students' needs. As a result, teachers may feel more engaged and motivated, leading to improved job performance.

Principals' democratic leadership style relies on input from teachers and aims to create an inclusive and engaging work environment. Principals' democratic leadership style ensures open communication, seeks consensus, and promotes teamwork. This leadership style can enhance teachers' engagement, creativity, satisfaction and performance. By involving

teachers in decision-making, principals who are democratic can tap into the collective intelligence of the group. However, this style might not be suitable when quick decisions are required, or when dealing with urgent situations.

The principals' autocratic leadership style can be effective in situations that require quick decision-making, strict adherence to guidelines, or in cases where the principal possesses specialized knowledge or expertise. However, autocratic leadership can lead to low teacher morale, decreased motivation, and limited creativity. It is generally not well-suited for environments that value collaboration, empowerment, and individual autonomy.

Successful school principals have been thought to be effective leaders with unique leadership attributes, due to the different styles that are used in their administrative processes. In supporting the notion that a leader clarifies and sets goals together with the subordinates and properly communicates to them, delegates duties to them according to their abilities, skills, knowledge and experience, helps the subordinates to find the best part for achieving the desired goals, defines positions and roles

by removing barriers to performance and promotes group cohesiveness and team effort and increases personal opportunities for satisfaction and improved work performance by reducing stress, making external controls and people's expectations clearer, Ayodele, (2014) opined that the behaviour of the leader is acceptable to the subordinates only if they continue to see the leader as a source of personal opportunities to improve performance and satisfaction.

Therefore, it is imperative that they learn and understand the importance of the styles that are perceived to enhance positive performance in the schools. As such, leadership styles occupy a vital position in school administration as the way principals use them is the only guarantee for the achievement of educational goals. Meindl (2016) argued that teachers' performance is determined by the workers' level of participation in the day to day running of the organisation. He asserted that variables of teachers' performance such as effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students, work and disciplinary ability are observed virtues which teachers should uphold effectively in the school system. In this regard, the

teacher's performance could be measured through an annual report of his/her activities in terms of performance in teaching, lesson preparation and lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities. Other areas of assessment of the teacher's performance by the principal include supervision of teachers' and students' works, motivation; school plant management and discipline of the students for greater productivity. Therefore, this study looks into leadership styles of principals and teachers' job performance in secondary schools in Edo State with a view of making useful recommendations.

Statement of the Problem

In the past few years, there seem to be myriads of administrative problems confronting the secondary school educational system in Edo State with special emphasis on the performance of teachers. But observations have shown that there seems to be poor application of principals' leadership styles which have led to perceived poor teacher's job performances in secondary schools in Edo State. This can be seen in the areas of autocratic attitude of some principals, dilapidated structures around and within the

school premises, heaps of damaged equipment that are no more in use and increase in the level of indiscipline among students in addition to widespread occultism among students. In some cases, inadequate funding, inadequate facilities, poor instructional supervision have been observed in addition to seemingly conflict among teachers and principals among others. As a result of this, some teachers are said to be nonchalant in carrying out their duties and many seem to see their jobs as a waiting place for a better job. Generally, this appears to have affected the observed outcome of students' results in schools, especially in external examinations. The researcher therefore embarked on this study to investigate leadership styles of principals and teachers' job performance in senior secondary schools in Ovia North East local government area in Edo state.

Research Questions

To guide the study, the following research questions were raised:

1. In what way does principals' laissez-faire leadership style influence teachers' job performance in public senior secondary schools in Ovia North East local government area in Edo state?

2. What is the influence of principals' democratic leadership style on teachers' job performance in public senior secondary schools in Ovia North East local government area in Edo state?
3. How does principals' autocratic leadership style influence teachers' job performance in public senior secondary schools in Ovia North East local government area in Edo state?

Purpose of the Study

The purpose of this study is to investigate the influence of principals' leadership styles on teachers' job performance in public senior secondary schools in Ovia North East local government area in Edo State.

Specifically, the study will seek to:

1. Determine the influence of principals' leadership style on teachers' job performance in public senior secondary schools in Ovia North East local government area of Edo state,
2. Find out the influence of principals' democratic leadership style on teachers' job performance in public senior secondary schools in Ovia North East local government area in Edo state,

3. Determine how principals' autocratic leadership style affect teachers' job performance in public senior secondary schools in Ovia North East local government area in Edo state.

Significance of the Study

The findings of the study, if implemented, will be beneficial to various stakeholders including school principals, teachers, parents, students, government and future researchers. The findings of this study will be beneficial to school principals because it will hopefully expose them to various leadership styles they can employ to improve the performance of their teachers. Teachers, on the other hand, through the findings of this study will know what to expect from their principals in terms of leadership styles and how to cope and respond to their leadership styles for better performance in their duties. Parents will also benefit when teachers are being motivated in the sense that the children they sent to school will be doing well and also the money spent on them will not be in vain. Moreover, parents will also know the leadership styles they will look out for in school principals that will improve teachers' performances before sending their children to those schools. Students also will benefit

from the findings of this research work as they will discover the principals leadership styles that could make their teachers teach them well in their various schools and those that could make their performances low. The government also stands to benefit from the study as the findings will provide them with vital information that will help them to identify the areas they can organise conferences and seminars to help in improving the leadership behaviours of their school principals.

Future researchers who intend to undertake related study on principals' leadership style and teachers' job performance will hopefully find this study useful. Literature reviewed as well as findings from this study will present them with vital information that will adequately guide their research.

SCOPE AND DELIMITATION OF THE STUDY

This study shall cover all the public senior secondary schools in Ovia North East local government area in Edo state. It also covers principals' leadership style and teachers' job performance.

DEFINITION OF TERMS

The following items were operationally defined:

- **Leadership Styles:** It refers to the manner and ways in which a principal performs his or her roles or tasks and directs the affairs of the school.
- **Job performance:** This can be seen as execution, conduct, compliance or conformity with stated decisions or directives issued by a super-ordinate or demanded by a job.
- **Laissez-faire Leadership Style:** The laissez-faire leadership style is characterized by minimal interference from the principal. In this approach, principals provide little to no direction or guidance to their teachers.
- **Democratic Leadership Style:** Democratic leadership, also known as participative leadership, emphasizes collaboration and involvement of teachers in decision-making processes. Principals who adopt this style encourage their teachers to contribute ideas, opinions, and suggestions before making decisions. They value

input from their teachers and aim to create an inclusive and engaging work environment.

- Automatic Leadership Style: Autocratic leadership is characterized by a principal who holds complete control and authority over decision-making. In this style, principals make decisions without seeking input or feedback from their teachers. They provide clear instructions and expect immediate compliance. Autocratic principals are often directive, assertive, and focused on achieving goals and objectives efficiently.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This literature review is presented under the following subheadings:

Theoretical Framework,

Concept of Principals' Leadership Style,

Concept of Teachers' Job Performance,

Principals' Laissez faire Leadership Style and Teachers' Job Performance,

Principals' Democratic Leadership Style and Teachers' Job Performance,

Principals' Autocratic leadership style and Teachers' Job Performance,

Empirical Literature and

Summary of Literature Reviewed.

Theoretical Framework

This study is anchored on McGregor's X and Y theories. Theory X and Theory Y are two contrasting management theories developed by Douglas McGregor that describe assumptions about human nature and motivation in the workplace. These theories can be applied to the influence of principals' leadership style on teachers' job performance as follows:

1. Theory X:

Theory X assumes that employees have an inherent dislike for work and will avoid it whenever possible. According to this theory, employees need to be closely supervised, controlled, and motivated through external rewards and punishments. In the context of principals' leadership style, Theory X principals would exhibit a more autocratic and controlling approach towards teachers.

Influence on Teachers' Job Performance:

- **Micromanagement:** Theory X principals would closely monitor and control teachers' activities, leading to reduced autonomy and creativity. This can demotivate teachers and limit their job satisfaction and performance.
- **Lack of Trust:** Theory X principals tend to have a low level of trust in their teachers' abilities, which can lead to a negative work environment. Teachers may feel undervalued and unappreciated, resulting in decreased job satisfaction and performance.
- **External Motivation:** Theory X principals rely on external rewards or punishments to motivate teachers. This approach may not foster intrinsic

motivation and may result in teachers focusing solely on meeting minimum requirements rather than striving for excellence.

2. Theory Y:

Theory Y assumes that employees are inherently motivated, enjoy their work, and seek responsibility. According to this theory, employees are capable of self-direction and self-control, and they thrive in an environment that promotes autonomy and participation. In the context of principals' leadership style, Theory Y principals would adopt a more participative and empowering approach towards teachers.

Influence on teachers' Job Performance:

- **Autonomy and Empowerment:** Theory Y principals would provide teachers with autonomy and decision-making authority, allowing them to take ownership of their work. This can enhance teachers' job satisfaction and performance by fostering a sense of responsibility and self-motivation.
- **Collaborative Environment:** Theory Y principals would encourage collaboration, open communication, and involvement in decision-making processes. This inclusive approach can create a positive work

environment, fostering creativity, innovation, and job satisfaction among teachers.

- **Intrinsic Motivation:** Theory Y principals would focus on intrinsic motivators such as recognition, professional development, and meaningful work. This can lead to higher levels of job satisfaction, engagement, and performance among teachers.

In a nutshell, principals' leadership style, whether aligned with Theory X or Theory Y, can significantly influence teachers' job performance. Theory X leadership may lead to reduced autonomy, lack of trust, and external motivation, negatively impacting teachers' performance. On the other hand, Theory Y leadership, which promotes autonomy, empowerment, collaboration, and intrinsic motivation, can positively impact teachers' job satisfaction and performance.

Concept of Principals' Leadership Style

Leadership styles refer to the behavioural approach employed by principals to influence, motivate, and direct their teachers. A principal's leadership style determines how teachers implement plans and strategies

to accomplish given objectives while accounting for stakeholder expectations and the wellbeing and soundness of their team of teachers.

Principals' leadership styles have been studied in various fora to establish the appropriate or most effective leadership style that motivates and influences teachers to accomplish set goals. The major tenet of effective leadership style is the degree to which it builds teachers' trust.

Studies carried out indicate that teachers who trust in their principal are more likely to follow through with the principal's instructions over and above the expected. In turn, they will accomplish set goals while being allowed to speak freely to air their ideas and suggestions on the direction of the projects at hand.

In every great school, you will find academic leaders making a significant impact on the lives of their students. While many of these leaders contribute to a school's success, the most visible role of all is that of principal.

Principals have oversight of their school's operations, coordinating daily activities, curricula, staff, and schedules. They are ultimately responsible for the learning environment in elementary, middle, and high schools.

They set academic goals and empower teachers with the necessary resources to align their classrooms with those aims.

Other school administrators, such as superintendents, who oversee school operations for an entire district, have an essential role to play in creating effective academic settings as well. Administrators ensure that school environments are safe and comfortable for students, and they manage policies and procedures so that teachers can focus on educating. They also provide appropriate curricula and mentor school employees to become leaders. Other administrator roles include assistant superintendent, assistant principal, and athletic director.

Teaching methods continue to change and evolve. Examples include personalized learning, which provides teachers with opportunities to consider the unique characteristics of students in their lesson plans. New technologies, such as laptops and smartboards in the classroom, have empowered students with autonomy and choice. Another teaching method, hands-on learning, enables teachers to assess students as they participate in projects designed to help them put what they learned in the classroom

into practice. Strong educational leaders are able to implement innovative methods such as these in their schools.

At every level and phase of the academic experience, principals, teachers, charter school leaders, administrators, and nonprofit executives all play a crucial role in education, including improving policies, ensuring social justice, and implementing systematic changes.

Educational leaders have certain qualities that enable them to make an impact. Common traits include a sense of purpose, a desire to relentlessly work for students, clear vision, and an ability to build relationships with the surrounding community. The ability to work with people and build collaboration, balance strategic and operational objectives, and adjust to change are crucial for successful school principal leadership. Leaders look to build the skills of others as well because they understand the ultimate goal: to enable students to succeed.

While the aims of all leaders may be the same, an effective principal should be able to do the following:

Establishing Vision

Effective principal leaders define the path to improved school performance, but they need to set a vision first. For example, a middle school principal introduces an evidence-based program that can help turn around the school's performance. However, the principal needs the backing and buy-in of the faculty to ensure the program achieves its goal. In championing the idea that every student can succeed and raising expectations for academic performance, principals can establish a vision centered on learning improvement. When teachers adopt the vision, they set out on the path to improved performance. Setting the vision of high expectations for all students has been a key to improving student achievement and closing the achievement gap, according to a report by the Wallace Foundation.

Involving Others

Improving academic performance and learning environments is a team effort. Principals who empower teachers and other leaders in the improvement process help increase the chances that ideas will bear fruit. How principals involve others may vary. Some encourage collaboration,

whereby teachers and other leaders proactively and jointly make decisions on school programs and changes. Other principals may be inclined to use a participative leadership style. For example, a principal may decide on the efficacy of a program after learning about it in detail. Then, he or she works with teachers and administrators to implement the program and experiment, providing guidance and development throughout the process. As the program is put into practice, everyone involved shares suggestions for improvement.

Improving Academics

Visionary principal leaders focus on quality and emphasize research-based programs and strategies to help teacher performance. When teachers perform at their best, students learn better. Therefore, effective principals look for training and skills development opportunities to equip teachers with competencies and knowledge to improve learning outcomes. They proactively track student progress to determine how well the curriculum is working, addressing gaps to improve academics. They also spend time with teachers and students in the classroom to assess instruction and to determine what areas need adjusting. Teachers are

critical to the improvement process, so goal-minded principals discuss their findings with teachers and collaborate with them on implementing instruction improvements.

Cultivating Leaders

Leaders not only serve but also prepare others for leadership. Through the cultivation of future leaders, principals empower teachers, parents, and administrators to help carry out the school's vision and mission. The willingness to lead and cultivate leaders provides better outcomes for students. A study by the Wallace Foundations reports, "Effective leadership from a variety of sources—principals, teachers, staff teams and others—is associated with better student performance on math and reading tests." Successful principals understand that working with others and preparing them to take the lead in some areas does not weaken their leadership standing. Indeed, researchers have found the opposite, that principals who cultivate leaders gain influence.

Managing Academic Settings

Principal leaders and others establish the basics: achievement, orderliness, and safety. Working together, principals, teachers, and administrators

manage the academics of students; this involves data and process management at the school. Parents have to be part of the education process as well, so principals and other leaders focus intently on forging positive relationships with parents built on trust and open communication. Schools must also be cooperative and safe to optimize student outcomes and engagement, and students must be involved in setting the tone of the school. A recent Brookings Institution article reports that schools that promote “listening, choosing, co-authoring, and co-responsibility” help to improve student engagement.

Implement Leadership Styles

Teachers, principals, administrators, and other leaders share a common vision for every student: to achieve academically. Yet, without strong leaders committed to establishing environments that are conducive to high achievement, that aim will remain out of reach for low-performing schools. Effective leaders look to do more than manage the daily operations of schools; they seek out opportunities to establish a vision, improve academics, and cultivate leaders. Quality education not only

improves the chances of students having successful adult lives but also impacts society as a whole.

Literature has many shreds of evidence about the leadership and the styles used by various leaders in their organizations for increasing the performance of their workers. While there are various leadership theories and psychology, few of them are more well-known.

Concept of Teachers' Job Performance

According to Casting (2016) job performance can be seen as execution, conduct, compliance or conformity with stated decisions or directives issued by a super-ordinate or demanded by a job. This shows that performance of any job must be according to the pattern set performing such tasks.

Chandan (2012) opined that teacher job performance is a judicious devotion and dedication to the achievement of standards within and outside the school setting. Chandrasekar (2011) discovered that the workplace environment impacts on teachers' job performance positively and negatively and if the environment is tense the teachers get demotivated and their performance also affected. Therefore poorly

designed work patterns, unsuitable authorities, lack of appreciation and lack of personal decision making opportunities also impact on teachers' job performance.

According to Cambell (2015) job performance can be seen as an individual level variable or something a single person does. Therefore an employee's performance is determined during job performance interviews. Cambell (2015) purposed factor model of performance based on factor analytic research that attempts to capture dimension of job performance existent across all jobs

1. The first factor is task specific behaviours.
2. Non task specific behaviour.
3. Written and oral communication tasks.

An individual performance can also be assessed in terms of effort or day to day activities. To the researcher therefore teachers' job performance can simply mean the way teachers perform their teaching tasks or jobs.

Principals' Laissez faire Leadership Style and Teachers' Job Performance

A laissez-faire principal gives complete rights and powers to their teachers to make decisions to establish goals and work out the problems and hurdles. In this style, decision-making is passed on to the teachers. This style focuses on no interference in the affairs of others (Research Gate, 2018). When a principal is hands-off and allows teachers to make decisions, this is known as the principal's laissez-faire style of administration. Independences are entirely indestructible in Laissez-faire due to group objectives, processes, and operational techniques. These administrators don't intervene too often. This style was identified by Hackman and Johnson (2009) as having the most realistic style, especially when teachers are mature and enthusiastic about their work. The principals' laissez-faire leadership style allows for complete autonomy in group decision-making without the involvement of the principals.

Principals' Democratic Leadership Style and Teachers' Job Performance

Democratic leadership style refers to a situation in which the principal and teachers are doing the same amount of labour. This style consists of the principal sharing the decision-making abilities with teachers through promoting the interest of the teachers and by practicing social equality. Participative leadership or shared leadership are terms used to describe this type of leadership. Any business, including educational institutions, can benefit from this sort of leadership. This approach emphasizes the importance of all members of the group participating in the decision-making process (Research Gate, 2018).

Principals' Autocratic Leadership Style and Teachers' Job Performance

Autocratic styles of leadership are known for being authoritative and having the most power in the decision-making process. These types of principals are known for employing an autocratic leadership style in their leadership style in school. This type of principal merely gives instructions to teachers on how to execute tasks in a given manner, and they avoid

establishing obvious lines of communication between principals and teachers. Furthermore, these administrators never enable teachers or other types of workers to participate in the development of school policies (Smylie and Jack, 1990; Hoy and Miskel, 1992; John, 2002). Principals exercising the autocratic style do not ask for any suggestions or initiative from teachers. The autocratic leadership style seems to be successful because it provides great motivation to principals. It allows for speedy decision-making because only one person makes decisions for the entire group and keeps each conclusion to themselves until he or she deems it is necessary to share it with the rest of the group (Lewin et al., 1939).

Empirical Literature

Oluka (2014) investigated the relationship between principals' leadership style and teachers' level of co-operation and compliance in schools in Abia State. The study used the descriptive survey research design and was centered on four research questions. The population of the study was 4510 people comprising all the teachers and principals in all the six education zones in the State. Proportionate stratified sampling techniques were used to select 350 respondents from the population. The questionnaire which

was the instrument for data collection was analyzed with mean rating and validated by 3 experts. And the reliability coefficient was done with a test retest method which gave a reliability coefficient of 0.72. The finding among other things revealed that the teachers' cooperation is very high when the principals' leadership style is friendly like in the use of democratic style. Based on this it was recommended that principals should avoid unfriendly leadership styles like autocratic leadership for teachers maximum cooperation. The study related to the present study as it focused on administrative leadership style but it differed as it was not related to teachers' job performance.

Majanga (2010) carried out research on school administration in secondary schools in Ghana. The aim of the study was to find out what strategies are used by secondary school principals in administering their secondary schools in Ghana. The population of the study was 40 public secondary schools and the sample size was 200 teachers. Questionnaire was the instrument of the data collection and descriptive research design was used. Data analyses were done through mean ratings and the findings among other things was that principals in Ghana secondary schools use

management strategies in administering their secondary schools in Ghana. This study is related to this present study in that both of them focused on administration of the school but the difference is that the present study focused on administrative leadership styles.

Ebebe, (2013) carried out a research on Principals administrative styles as a correlate to children's academic performance in secondary school in Awka south L.G.A. of Anambra state. The study was guided by two research questions. Five hundred and seventy senior and junior secondary school students were drawn from the entire population through a simple random sampling technique. A structured researcher self-developed questionnaire containing thirteen items was the main instrument used to collect data. The data collected was analyzed using mean and grand mean. Finding of the study reveals that principals' administrative style influences teachers' performances which directly determine how students will perform. Based on this it was recommended that principals should adopt teacher friendly leadership styles for better students' performances. The study of Ebebe related to the present study in that he carried out the

research on administrative leadership style bit differed in that it was not connected to teachers' job performance.

Okeke (2010) carried out a study on teachers' job performance in Nigeria secondary schools. A sample of 500 students and 50 principals drawn from 20 secondary schools, 10 each, of Anambra and Imo states were used for the study. The study was designed with a descriptive survey method, guided by three research questions and one null hypothesis. Questionnaire developed by researchers was an instrument used for data collection and was administered on students and principals respectively.

Mean scores were used to answer the research questions while the hypothesis was tested using Pearson's Product Moment Correlation Coefficient. The findings revealed that both students and principals perceived that the teachers task performance include helping students to learn more effectively and meeting their psychological needs. Based on the findings, recommendations which include the need for an emphasis on teachers registration with the teachers registration council and involvement of teachers in curriculum content development were made and conclusions drawn. The study relates to the present study as it

covered teacher job performance and the difference is that it did not cover administrative leadership styles of principals.

Summary of Literature Reviewed

The review of related literature was carried out under the following sub-headings namely: theoretical framework, conceptual literature, empirical Literature and the summary of review of the related literature. The study reviewed the following concepts: principal leadership style, teacher job performance and the relationship between Principal's leadership styles and teachers' Job Performance.

The theoretical framework was centered on McGregor's X and Y theory. This requires the principal to know the kind of teachers under his leadership and apply the necessary method accordingly as all teachers are not the same. Some are X individuals while others are Y individuals.

Under empirical literature, we have the works of Oluka (2014), Majanga (2010), Ebebe (2013) and Fine and Okeke (2010). However it was discovered that despite the fact that some related studies have been done on the topic, it was found out that none of them related administrative

leadership style to teachers' job performance in Edo State. This created a gap in knowledge which the researcher is seeking to fill in this study.

CHAPTER THREE

METHODOLOGY

This chapter presents the method and procedure that were adopted for the study under the following sub-headings: Research Design, Population of the Study, Sample and Sampling Technique, Research Instrument, Validity of the Instrument, Reliability of the Instrument, Method of Data Collection and Method of Data Analysis.

Research Design

The descriptive survey research design method was used in carrying out the study. The design was appropriate to investigate Principals' Leadership Styles and Teachers' Job Performance in Ovia North East local government area of Edo state as it enabled the researcher to collect and describe factual information on the entire group using a sample.

Population of the Study

The population of the study covered public senior secondary schools in Ovia North East local government area in Edo State. There are twenty-eight (28) public senior secondary schools. The three hundred and thirty

six (336) teachers in these schools were the respondents (Edo State Ministry of Education, 2023).

Sample and Sampling Procedure

The sample size of seven (7) public senior secondary schools in Ovia North East local government area of Edo state was chosen using the simple random sampling technique. Ten (10) teachers were selected from each school using a convenience sampling technique, making seventy (70) teachers as respondents.

Research Instrument

The researcher formulated a questionnaire - INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON TEACHERS' JOB PERFORMANCE QUESTIONNAIRE (IPLSTJPQ). The questionnaire was divided into two parts-Part A and Part B. Part A covered information about the respondents while part B contained the items concerning the research questions.

Validity of the Instrument

The questionnaire was validated by the researcher's supervisor and two other lecturers in the Department of Educational Management (DEM),

Faculty of Education, University of Benin, Benin City. The corrections made by them were incorporated into the final draft.

Reliability of the Instrument

A test-retest method was used to test for reliability of the instrument. In order to measure the test-retest reliability, the same questionnaires were given to the same respondents on two separate occasions within a two week interval. They were not part of the sampled respondents and schools. Their scores were correlated employing the Pearson's Product Moment Correlation Coefficient in order to ascertain the reliability of the instrument. A reliability coefficient of 0.87 was obtained and this indicated a good reliability.

Method of Data Collection

The questionnaire was administered directly to the respondents. The direct method was used by the researcher to reduce loss rate and to offer the respondents the opportunity to ask questions in case the items are difficult to understand.

Method of Data Analysis

Mean rating was used to analyze the questionnaire items. And the decision rule for interpretation of the mean scores of the data is that 2.5 is the cut off mark for accepting an item at the agreed level and mean ratings below 2.5 is to be taken as an indication of mean scores within the disagreed level.

CHAPTER FOUR
PRESENTATION OF RESULTS AND DISCUSSION OF
FINDINGS

This chapter deals with the presentation of results and discussion of findings. The presentation is in two sections which are; answering of research questions and discussion of findings.

Research Question One: In what way does principals' laissez-faire leadership style influence teachers' job performance in public senior secondary schools in Ovia North East local government area in Edo state?

Table 1: Influence of Principals' Laissez-Faire Leadership Style on Teachers' Job Performance in Public Senior Secondary Schools in Ovia North Local Government Area Of Edo State

S/N	Items	N	Score	Mean	Remark
1	My principal does not tell me what is expected of me.	70	184	2.63	Negative
2	My principal does not inform me about what needs to be done.	70	167	2.39	Positive
3	My principal does not inform me about the level of performance that is expected of me.	70	181	2.59	Negative
4	My principal gives vague explanations of what is expected of me on the job.	70	201	2.87	Negative
5	My principal does not let me know that he expects me to perform at my highest level.	70	173	2.47	Positive
6	My principal sets goals for me that are quite challenging but does not care how I achieve them.	70	171	2.44	Positive
7	My principal does not give me any form of support at work.	70	168	2.40	Positive
8	My principal always believes that I know what to do	70	176	2.51	Negative
	Grand mean			2.54	Negative

Source: Survey results, 2023.

Table 1 showed the mean ratings with respect to principals' Laissez-faire leadership style in public senior secondary schools in Ovia North East Local Government Area of Edo state ranging from 2.39 to 2.87. It further revealed that the respondents rated items 1, 3, 4, and 8 negatively while they rated items 2, 5, 6 and 7 positively. The grand mean of 2.54 shows

that Laissez-faire leadership style negatively affects teachers' job performance in public senior secondary schools in Ovia North East Local Government Area of Edo state.

Research Question 2: What is the influence of principals' democratic leadership style on teachers' job performance in public senior secondary schools in Ovia North East local government area in Edo state?

Table 2: Influence of Principals' Democratic Leadership Style on Teachers' Job Performance in Public Senior Secondary Schools in Ovia North East Local Government Area in Edo State

S/N	Items	N	Score	Mean	Remark
9	My principal consults me when facing a problem.	70	186	2.66	Positive
10	My principal listens receptively to my ideas and suggestions.	70	170	2.43	Negative
11	My principal acts without consulting me.	70	172	2.46	Positive
12	My principal asks for suggestions from me concerning how to carry out assignments.	70	254	3.63	Positive
13	My principal says things that hurt my personal feelings.	70	169	2.41	Positive
14	My principal maintains a friendly working relationship with me.	70	186	2.66	Positive
15	My principal does little things to make it pleasant to be a member of the group.	70	188	2.69	Positive
16	My principal helps me overcome problems that stop me from carrying out my tasks.	70	172	2.46	Positive
	Grand mean			2.68	Positive

Source: Survey results, 2023.

Table 2 showed the mean ratings with respect to principals' democratic leadership style in public senior secondary schools in Ovia North East Local Government Area of Edo State ranging from 2.41 to 3.63. It further revealed that the respondents rated items 9, 11, 12, 13, 14, 15 and positively with only item 10 rated negatively. The grand mean of 2.68 shows that democratic leadership style has a positive influence on teachers' job performance in public senior secondary schools in Ovia North East Local Government Area of Edo State.

Research Question Three: How does principals' autocratic leadership style influence teachers' job performance in public senior secondary schools in Ovia North East local government area in Edo state?

Table 3: Influence of Principals' Autocratic Leadership Style on Teachers' Job Performance in Public Senior Secondary Schools in Ovia North East Local Government Area in Edo State

S/N	Items	N	Score	Mean	Remark
17	My principal likes to give orders only.	70	165	2.36	Negative
18	My principal makes all decisions by himself.	70	154	2.20	Negative
19	My principal has absolute authority.	70	161	2.30	Negative
20	My principal decides the operational objectives and standard of school.	70	186	2.66	Positive
21	My principal does not provide us (teachers) the opportunities to lead in some matters.	70	160	2.29	Negative
	Grand mean			2.36	Negative

Source: Field Surveys, 2023.

Table 3 showed the mean ratings with respect to principals' autocratic leadership style in public secondary schools in Ovia North East Local Government Area of Edo State ranging from 2.20 to 2.66. It further revealed that the respondents rated items 17, 18, 19 and 21 negatively while they rated only item 20 positively. The grand mean of 2.36 shows that autocratic leadership style negatively affects teachers' job performance in public senior secondary schools in Ovia North East Local Government Area of Edo state.

Discussion of Findings

The result of findings indicates that only the democratic leadership style positively influences teachers' job performance in Ovia North East Local Government Area of Edo State. Furthermore, it was revealed that the laissez-faire leadership style and the autocratic leadership style negatively affect teachers' job performance in the same local government Area of Edo State.

This implies that the democratic leadership style is a more effective driver of teachers' job performance compared to the laissez-faire leadership style. This finding is in total agreement with that of Hanson

(1979) when he asserted that democratic leadership style takes every member of the group along. Here, the leadership responsibilities are shared and decision making is based on consultation. It is believed that democratic leadership style is the most effective because teachers or people feel more committed to the implementation of any decision which they take part in its formulation.

Overall, principals' leadership styles are important determinants of teachers' job performance as confirmed by the findings of Nwakpa (2016) whose findings revealed that the relationship between principals' leadership styles and teachers' job performance is statistically significant.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter highlights the findings of the study as well as conclusion and recommendations.

Summary

This study was aimed at investigating the influence of principals' leadership styles on teachers' job performance in public senior secondary schools in Ovia North East local government area in Edo state. To guide the study, the following research questions were raised:

- (1) In what way does principals' laissez-faire leadership style influence teachers' job performance in public senior secondary schools in Ovia North East local government area in Edo state?
- (2) What is the influence of principals' democratic leadership style on teachers' job performance in public senior secondary schools in Ovia North East local government area in Edo state?
- (3) How does principals' autocratic leadership style influence teachers' job performance in public senior secondary schools in Ovia North East local government area in Edo state?

The population of the study covered the twenty-eight (28) public senior secondary schools in Ovia North East local government area of Edo state. The three hundred and thirty six (336) teachers in these schools were the respondents for the study. Furthermore, a sample size of seven (7) public senior secondary schools in Ovia North East local government area of Edo state using the simple random sampling technique. Ten (10) teachers were selected from each school using a convenience sampling technique, making seventy (70) teachers as respondents. A questionnaire named "INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON TEACHERS' JOB PERFORMANCE QUESTIONNAIRE (IPLSTJPQ)". The questionnaire was validated by the researcher's supervisor and two other lecturers in the Department of Educational management (DEM), faculty of Education, University of Benin, Benin city. The corrections made by them were incorporated into the final draft. The reliability test coefficient of 0.87 was obtained and this indicated a good reliability. Mean rating was used to analyze the questionnaire items.

Findings

1. Principals' laissez-faire leadership style negatively influences teachers' job performance in public senior secondary schools in Ovia North East local government area of Edo state.
2. Principals' democratic leadership style positively influences teachers' job performance in Ovia North East local government area of Edo state.
3. Principals' autocratic leadership style negatively influences teachers' job performance in Ovia North East local government area of Edo state.

Conclusion

From the findings, it was revealed that the democratic leadership style positively influenced teachers' job performance in Ovia North East local government area of Edo state while the laissez-faire and autocratic leadership styles negatively influenced teachers' job performance in the same local government area.

Recommendations

1. Principals' laissez-faire leadership style should be discouraged: It is important for principals to strike a balance between empowering teachers and staff and providing the necessary guidance and support. A more active and engaged leadership style can foster a positive school climate, promote professional growth, and drive teachers' job performance.
2. Principals' democratic leadership style should be promoted: Promoting a democratic leadership style requires a commitment to collaboration, open communication, and shared decision-making. By implementing these strategies, principals can create a school culture that empowers stakeholders, fosters creativity and innovation, and ultimately contributes to teachers' job performance.
3. Principals' autocratic leadership style should be avoided: Principals adopting a more collaborative leadership style can help create a school environment that values the input and contributions of teachers and therefore improve teachers' job performance.

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APPENDIX

**DEPARTMENT OF EDUCATIONAL MANAGEMENT,
FACULTY OF EDUCATION
UNIVERSITY OF BENIN, BENIN CITY
INFLUENCE OF PRINCIPALS' LEADERSHIP STYLES ON
TEACHERS' JOB PERFORMANCE QUESTIONNAIRE
(IPLSTJPQ)**

Dear Respondent,

The purpose of this instrument is to elicit information on the "Influence of Principals' Leadership Styles on Teachers' Job Performance" in public senior secondary schools in Ovia north east local government area of Edo state". Your kind cooperation will be highly appreciated. All respondents' information will be treated with utmost confidentiality and used for the research purpose only.

Yours Faithfully,

Osarhuese Vincent IKEKU

SECTION A: Demographic Information

Name of School:

SECTION B

Please indicate your degree of agreement or disagreement with the following statements.

KEY: SA- Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree.

S/N	ITEMS	SA	A	D	SD
In what ways does principals' laissez-faire leadership style Influence job performance in public senior secondary schools in Ovia North East local government area of Edo state?					
1.	My principal does not tell me what is expected of me.				
2.	My principal does not inform me about what needs to be done.				
3.	My principal gives vague explanations of what is expected of me on the job.				
4.	My principal does not let me know that he expects me to perform at my highest level.				
5.	My principal sets goals for me that are quite challenging but does not care how I achieve them.				
6.	My principal does not give me any form of support at work.				

7.	My principal does little things to make it pleasant to be a member of the group.				
8.	My principal always believes that I know what to do.				
What is the influence of principals' democratic leadership style on teachers' Job performance in public senior secondary schools in Ovia North East local government area of Edo state?					
9.	My principal consults with me when facing a problem.				
10.	My principal listens receptively to my ideas and suggestions.				
11.	My principal acts without consulting me.				
12.	My principal asks for suggestions from me concerning how to carry out assignments.				
13.	My principal says things that hurt my personal feelings.				
14.	My principal maintains a friendly working relationship with me.				
15.	My principal does little things to make it pleasant to be a member of the group.				
16.	My principal helps me overcome problems that stop me from carrying out my tasks.				

S/N	ITEMS	SA	A	D	SD
How does principals' autocratic leadership style influence teachers' job performance in public senior secondary schools in Ovia North East local government area of Edo state?					
17.	My principal likes to give orders only				
18.	My principal makes all decisions by himself.				
19.	My principal has absolute authority.				
20.	My principal decides the operational objectives and standard of school.				
21.	My principal does not provide us (teachers) the opportunities to lead in some matters.				

Please, kindly fill and return.