



Head Teachers' Leadership Styles and Its Effect on the Performance of Primary School Teachers in Obio-Akpor Local Government Area, Rivers State, Nigeria

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ABSTRACT

This study investigates head teachers leadership style and its effects on teacher's job satisfaction and performance in primary schools in Obio/Akpor Local Government Area in Rivers State, Nigeria. The study utilized correlational research design with a study population of all the 54 primary schools in Obio/Akpor Local Government Area 20 primary schools were selected using the random sampling technique, out of 870 teachers and head teachers in the schools, 220 teachers and head teachers were selected for the study using a stratified random sampling technique and 186 were the respondent the data collected were analyzed using mean, percentages and four point linkal scale while the hypotheses were tested using t-test analysis and multiple regression analysis. It was discovered that head teacher leadership style has significant effect on teachers job satisfaction and performance in primary schools in Obio/Akpor Local Government Area, autocratic leadership style was dominantly used by head teacher and democratic leadership style was the highest preferred leadership style by teachers to be used by the head teachers in primary schools in Obio/Akpor Local Government Area. It was recommended that in order to enhance job performance and job satisfaction in Obio/Akpor Local Government Area primary schools, democratic leadership style should be adopted by all head teachers.

Keyword: Leadership style, head teacher, job satisfaction, teacher

INTRODUCTION

Considerable attention has been paid to education for sustainable development, peace and stability in Nigeria. Such recognition makes education an indispensable means for effective participation not only in the socio-economic development, but also in the on-going rapid globalization. Despite this truth, the role of head teachers at school level is a critical factor in determining successful implementation of a school based management and satisfaction of teachers. In support of this understanding, the Commonwealth Secretariat (1996) observed that one of the key factors influencing school effectiveness is the nature and quality of the leadership style and management provided by each school.

This is because leadership involves interpersonal influence exercised on others through communication process towards the attainment of certain goal (Northouse, 2007). However, generally all the definitions precipitate to influence, direction or persuasion of a person or a group to move in a given direction. School leadership is no exception. It is the process of influencing and guiding the teachers, other staff and pupils towards achieving common educational goal.

Head teachers lead and manage all aspects of the school with an aim of improving the standards and performance of learners. Like all other institutions, the success of any school is dependent on its leadership and commitment of all its stakeholders.

For instance, Greenleaf (2001) pinpoints that a servant leader enriches the lives of individuals, builds better organizations and ultimately creates a more just and caring society. Numerous studies of organization and management in respect to leadership style is a critical factor in organizational performance and effectiveness, affecting positively and/or negatively organizational process and structure, patterns of social interaction members' beliefs, attitudes and job behaviours (Shum & Cheng, 1997).

Adeyemi (2006) identified three styles of leadership used by school managers. They are autocratic style, democratic style and laissez-faire style. He argues 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. On the other hand, in the democratic leadership style, the needs and interests of subordinates are given priorities or considered. The subordinates are involved in decision making. The leader acts as a co-ordinator and as an organizer. There is the decentralization of authority. In the laissez-faire leadership style, there is the shift of authority to the group. The leader leaves a lot of initiatives and decisions to the group. Such a leader is timid. The leader thus becomes a figure head. The leader allows the group to have their way all the time so that he can maintain the group satisfaction and cohesion as well as group co-operation and unity within the school organization.

Research Questions

- 1) What are the commonly used leadership styles by head teachers in primary schools in Obio/Akpor Local Government Area in Rivers State?
- 2) What are the effects of the head teachers' leadership styles on job satisfaction and performance in primary schools?
- 3) Which is the preferred leadership style used to enhance and promote teachers' high performance in primary schools?

Hypothesis

H₀₁: There is no significant relationship between the head teacher's leadership styles and teachers' job satisfaction in primary schools.

METHODOLOGY

This study employed the correlational research design (to provide a holistic picture and indepth understanding of the problem. Questionnaires, documentary, review and structured interviews were used as a research instruments in the process of data collection.

The study focused on public primary schools with a population of 54 primary schools in Obio-Akpor Local Government Area of Rivers State, Nigeria, 20 primary schools were selected why the randomized sampling technique. Out of 870 teachers and head teachers, 220 teachers and head teachers were selected for the study using a stratified random sampling technique and 86 were the respondent.

The instrument used to collect data for this study was questionnaire structured into four (4) point Likert scale (1) strongly agreed (SA) agreed (A) strongly disagree (SD) and Disagree (D).

The data collected were analyzed using mean, percentage and four point linked scale while the hypothesis were tested using t-test analysis and multiple regression analysis.

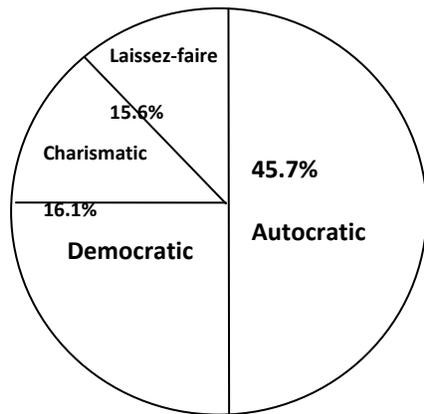
The validity of the instrument for this study was scrutinized by experts in test and measurement who screened the research question alongside with each item of the instrument in order to determine whether the instruments are qualified for their supposed measurement. The observations made by the experts were effected and necessary correction made on the instrument before they were administered to the respondents.

RESULTS

Research Question 1: *What is the commonly used leadership style by head teachers in primary schools in Obio/Akpor Local Government Area in Rivers State?*

Table 1: Types of Head Teachers Styles Used

Respondents	Democratic	Autocratic	Laissez-faire	Charismatic	Total
Head teachers	9	1	3	4	17
Teachers	33	84	26	26	169
Total respondents	42	85	29	30	186
Percentage (%)	22.6%	45.7%	15.6%	16.1%	100%



In answering this question data collected from the responses of the respondents to the item of leadership style commonly being used questionnaire were analyzed using frequency counts, and percentage. The findings are presented in table 1.

The data collected showed that 45.7% of the respondents agreed that autocratic leadership style is been used predominantly by head teachers, democratic style is 22.6 charismatic style is 16.1% and laissez-faire style was the list 15.6%.

Research Question 2: *What are the effects of the head teacher's leadership styles on job satisfaction and job performance?*

Table 2: Effects of Leadership Style on Job Satisfaction

Job satisfactions	Weight (N = 186)				Sum	Mean	Decision
	4	3	2	1			
Better condition of service	48	69	54	15	807	2.87	Agree
Prompt payment of allowance	80	61	32	13	806	2.89	Agree
Giving of incentives	82	54	38	12	736	2.63	Agree
Staff welfare	63	60	36	27	707	2.53	Agree
Job Performance	4	3	2	1	Sum	Mean	Decision
Teachers approach head teacher for professional support	67	53	35	31	707	2.53	Agree
Teachers like to give their best performance	61	54	38	19	799	2.86	Agree
Teachers practical eye-service	50	50	50	39	699	2.50	Agree
Teachers avoid head teacher	59	52	50	38	700	2.51	Agree
Teachers suggest ideas to head teacher	69	52	50	28	760	2.72	Agree

When the collected data were subjected to 4 point linked scale all respondents agreed that the effects of leadership style on job satisfaction is position with prompt payment of salaries and allowance taken the lead of 2.89 mean score.

Equally, the effects of leadership styles on job performance also indicate its positive impact, because when teachers are satisfied with the leadership styles of the head teachers it enhances teacher's best job performance.

Research question 3: *Which is the preferred leadership style used to enhance and promote teachers' high performance in primary schools?*

Table 3: Mean Rating of Preferred Leadership Style to be Used

Preferred leadership style	Weight (N = 186)				Sum	Mean	Decision
	4	3	2	1			
Democratic (DEC)	68	47	31	10	806	2.89	Agree
Autocratic (AOC)	24	38	54	70	621	2.23	Disagree
Laissez-faire (LAF)	47	46	46	47	696	2.50	Agree
Charismatic (CAT)	64	55	32	28	743	2.67	Agree

When data collected were subjected to 4 point Likert scale it showed that greater number of the respondents with the means score of 2.89 agreed that democratic leadership style should be the preferred leadership style to be use by head teachers in primary schools followed by charismatic 2.67, laissez-fair 2.50 while autocratic is strong disagree (completely) 2.23.

Testing of Hypotheses

H₀₁: There is no significant relationship between the head teacher’s leadership styles and teachers’ job satisfaction in primary schools.

Table 4: Result of t-test mean rating on leadership style used

Group	N	Mean Rating	SD	Df	t-cal	t-crit	Decision
Head teachers	17	2.69	0.14	3.83	2.73	1.96	S
Teachers	169	2.90	0.09				

There is no significant relationship between the head teachers leadership styles and teachers job satisfaction in primary schools. When the mean rating of head teacher’s leadership styles with regards to its effects on job satisfaction was subjected to t-test analysis the calculated value of 2.73 is above the t-critical value of 1.96. Therefore, the hypothesis was rejected this shows that there is significant effects of leaders styles used by head teachers on job satisfaction of teachers in Obio-Akpor LGA.

DISCUSSION OF FINDINGS

Leadership styles used and job performance the testing of hypothesis one showed that leadership style used by head teachers is a predictor of teachers’ job performance. This means that teachers’ job performance can be effective if head teachers’ uses a democratic or charismatic leadership styles on their teachers in public schools. On the other hand, job performance could be negatively or positively affected if teachers do not get good leadership from their heads and hypothesis could have resulted from the fact that knowledge shared will be updated as a principal thing for personal goal attainment. The result of this study is consistent with the studies of Adejemi (2006) who discovered that democratic leadership style has the need and interest of the subordinates as priorities for consideration by the leader. Also a significant improvement of the subordinates will results in decision-making which the leader acts as a coordinator and as an organizer through decentralization of authority from adopting democratic leadership style.

It is a human relations approach in which all members of the organization are seen as important and given the opportunity to contribute to decision-making which the leader recognizes that power and authority are derived from the governed, trying to consider the feelings of the followers in his actions and activities. The leader that encourages participation in decision making will enable him get better results from members’ commitment to organizational activities.

The study of Okoroma (2007) is also in consonance with the finding of this study. It was observed that democratic leadership style increased membership morale and support for decisions democratically reached, better and quality decisions through shared information and ideas among group members. A democratic leader is permissive and considerate about the feelings of the followers with the basic needs; rights and freedom of the people are guaranteed and respected.

The style of leadership depends on the behavior of the administrator (head teacher). It is recommended by the researcher that democratic leadership should be adopted because focused power is more with the group as a whole and there is greater interaction within the group when the leadership functions are shared within members of the group (teachers) and the head teacher is more part of the team.

Other types of leadership styles used by head teachers in public schools as identified by the study include; autocratic, laissez-faire, charismatic and democratic.

SUMMARY OF FINDINGS

- 1) From the statistics data analysis it was observed that autocratic leadership style was predominantly used by head teachers in Obio/Akpor LGA.
- 2) It was also observed that the teachers preferred democratic leadership style to be used by teachers to enhance and promote teachers job satisfaction and job performance.

- 3) The analysis equally proved that head teachers leadership styles had significant effects on teacher's job satisfaction and job performance.

CONCLUSION

On the basis of the findings of this study, conclusion were drawn that democratic and charismatic leadership style are the preferred leadership styles if best adopted by head teachers will significantly enhance and promote teachers' job satisfaction in primary schools in Obio/Akpor, Rivers State.

RECOMMENDATIONS

On the strength of the findings of this study, the following recommendations are made:

- 1) State Universal Basic Education Board (SUBEB) should always organize leadership training for the qualified head teachers in order get them informed on interpersonal skills, flexibility approach, diagnostic ability and the realization of effective forms leadership styles.
- 2) Head teachers should always adopt democratic and charismatic leadership styles as to enhance and promote teachers' job satisfaction and performance.

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