



Principals' Leadership Styles And Teachers' Job Performance In Secondary Schools In Anambra State

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ABSTRACT

The study examined the influence of administrator's leadership styles on secondary school teacher job performance in Anambra State. Two research questions guided the study. Descriptive survey research design was used for the study. The population comprised of 5360 teachers in the six education zones. The sample size was 699 teachers selected from three out of the six education zones through multi stage procedure. The instrument for data collection was a questionnaire that was validated by three experts from Nnamdi Azikiwe University Awka- two from Department of management and Policy and one from measurement and evaluation, Department of Educational Foundations. The reliability coefficient was 0.88 and the data was analyzed using mean rating. The study found out among others that teachers have knowledge of their administrator's leadership styles. That leadership styles influence teacher job performances and that good leadership styles can improve teacher's job performances. Based on the findings, it was recommended among others that principals should be trained on the use of leadership styles as well as improving on the use of laissez faire and democratic leadership styles.

Keywords: laissez-faire leadership style, democratic leadership and teachers' job performance

INTRODUCTION

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 (FRN, 2014). Against this backdrop, the National Policy on Education set up 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 this roles include providing effective administrative leadership in the art and science of administering secondary schools, thereby enhancing better job performance among teachers that could enhance students' academic performance. How effective the principal is in performing this administrative role has been a matter of concern to many educationists, parents and the government of every country from whom most of the resources for education are provided.

In Nigeria for example 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 educational domain (Ministry of Education, 2015). School Principals need to provide highly valued, insights into their daily styles that foster an environment which is supportive of high teacher's performance. These roles are categorized in developing personnel and facilitating leadership responsible delegation and empowering team, recognizing ultimate accountability, communicating and rapport, facilitating instruction and managing change. 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 organization. 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 organization, 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 organization 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 organization. Where it's 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 organization without its people. He looks at his and other's positions in terms of responsibilities rather than status, and often consults in decision making.

Laissez Faire- This leader tries to allow everyone in the organization 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 on the experience and performance of his subordinate and therefore allows them to work on their own.

However for the purpose of this study democratic, and laissez faire leadership styles will be used. 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 process. 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 task roles by removing barriers to performance and promotes group cohesiveness and team effort and increase personal opportunities for satisfaction and improved work performance by reducing stress, making external controls and peoples expectation clearer. Ayodele, (2014) opined that the behaviour of the leader is acceptable to the subordinates only if they continue to see the leader as source of personal opportunities to improve performance and satisfaction.

Therefore it is imperative that they learn and understand the importance of the styles that enhance positive performance in the schools. As such, leadership styles occupy an important position in school administration as the way principals use them is the only guarantee for the achievement of educational goals. Meindl (2016) argued that teacher's performance is determined by the workers level of participation in the day to day running of the organization. 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 virtues which teachers should uphold effectively in the school system. In this regard, the teacher's performance could be measured through 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 Anambra State with a view of making useful recommendations.

Statement of the Problem

In the past few years there have been myriads of administrative problems confronting then secondary school educational system in Anambra 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 poor teacher's job performances in secondary schools in Anambra 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 of indiscipline among students in addition to outburst of occultism among students. In some cases inadequate funding, inadequate facilities, poor instructional supervision have been noticed in addition with conflict among teachers and principals among others. As a result of this some teachers have become non-challant in execution of their duties and many seeing their job as a waiting place for a better job.

Generally this has affected the 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 secondary schools in Anambra 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 secondary schools in Anambra State. Specifically the study will seek to investigate:

1. To determine the influence of laissez-faire leadership style influence teachers job satisfaction in secondary schools in Anambra State.
2. To establish the influence of democratic leadership style influence teachers job performance in secondary schools in Anambra State

Significance of the Study

The findings of the study if implemented will be beneficial to school principals, teachers, parents, students, and 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 use 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 students they sent to the 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 students in those schools. Students also will benefit from the findings of this study as they will discover the principals leadership styles that could make their teachers to 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 in know the areas they can organize conferences and seminars to help in improving the leadership behaviours of their school principals. Future researchers who intend to undertake related study on influence of principals' leadership style *on* teacher job performance will hopefully find the study useful. Literature reviewed as well as findings from the study will present them with vital information that will adequately guide their research.

Scope of the Study

This study shall cover all the public secondary schools in Anambra State. It also covered principals' leadership style and teachers' job performances.

Research Questions

The following research questions will guide the study:

1. In what way does laissez-faire leadership style influence teachers' job performance in secondary schools in Anambra State?
2. What is the influence of democratic leadership on teachers' job performance in secondary schools in Anambra State?

Administration

Mgbodile (2005) defined administration as the arrangement of the human and material resources and programmes and systematically using them to achieve the articulated goals. His idea agrees with Edem (2012) who views administration as involving the planning and organization of activities and resources aimed at the goals of an organization. As enunciated by Edem, these activities include planning, organization, coordination and control of human and material resources towards attainment of pre-determined goals. To the researcher, therefore administration is the management of available resources for the achievement of organizational goal.

Leadership Styles

Every leader in every organization performs certain roles/tasks for the smooth running of the organization and improvement of organizational performance. As a result, Ezeuwa (2005) sees it as the act of influencing people so that they strive willingly and enthusiastically towards the accomplishment of goals. In the same manner, Ukeje (2009) observes that leadership means influencing people to work willingly with zeal towards the achievement of the corporate goals. A leader cannot work alone; he must have people to influence, direct, carry along, sensitize and mobilize towards the achievement of the corporate goal. The manner that leader performs these roles and

directs the affairs of the organization is referred to as his/her leadership style. Leadership style therefore is the way a leader leads. Some leaders are more interested in the work to be done than in the people they work with while others pay more attention to their relationship with subordinates than the job. Whether a leader emphasizes the task or human relations is usually considered central to leadership style. (Chandan, 2012) define leadership style is the ingredient of personality embodied in leader s that causes subordinates to follow them. (Okumbe, 2008) on the other hand defines leadership styles is particular behaviors applied by a leader to motivate subordinates to achieve the objectives of the organization. The school principal is in a unique position as the manager or administrator who controls schools“ resources for the purpose of achievements educational goals and can accelerate the process of schools development or can demolish the progress of education (Oyedeji, 2008 & Adeyemi, 2014).As such; a leadership style occupies an important position in school management. Leaders express leadership in many roles. These, among others, are: formulating aims and objectives, establishing structures, managing and motivating personnel and providing leadership (Daresh 2012). The leadership style leaders choose to perform the above mentioned roles will determine whether they will accomplish the task at hand and long-term organizational goals or not, and whether they will be able to achieve and maintain positive relationships with staff (Mazzarella & Smith 2009).

Teacher 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 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 opportunity also impact on teacher 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 teacher job performance can simply mean the way teachers perform their teaching tasks or jobs.

Secondary School Education

Fafunwa (2008) defines Secondary School education as any education given between the ages of twelve to twenty (12-20). It has also been defined as all schooling of adolescents, but this was not acceptable to many because of disagreement as to what age to include. A complete definition according to Kronenbery (2008) must include these as well as a statement of aim, functions, services and subjects taught. In addition, he stated that Secondary Schools are of various types, there was no uniform type of Secondary Schools as each reflects local characteristics and needs of the youths attending it. All these types are similar in many respects and there are features common to them all such as organization, Sex, Curriculum, Control and Support.

To achieve the objectives of secondary education, government planned that Secondary School education should be six years duration and be given in two stages: a Junior Secondary School stage and a Senior Secondary stage - each being 3 years duration.

Theoretical Framework

This study is anchored on the transformational leadership theory.

Human Relations Theory

Human Relations Theory states that in addition to finding the best technological strategies to improve output, it was beneficial for administration to consider the human elements in the organization. The human relations theory was propounded by Mary Packer Follet (1868-1933). The theory was concerned with the human problems encountered in organizations such as welfare, motivation,

retirement benefits among others and therefore concluded that such problems can only be minimized when there is co-operation among workers. Based on this, she developed four organizational principles, all of which center on co-ordination: coordination by direct contact with the people concerned, coordination in the early stages, coordination as the reciprocal relation of all the factors in a situation, and coordination as a continuing process. The human relations theory has its central idea that the human factor is very important in the achievement of organizational goals. The proponent of this theory holds the view that workers will achieve better if their personal welfare was taken into consideration. Human relations theory is related to the present study because it buttress the fact that the administrative arm of any organization especially the school should consider the welfare of the employees as utmost importance.

Theoretical Studies

Behavioural Theory of Teacher Job Performance

The central theme in these theories is that teacher's performance refers to the overall response of the teachers to matters and responsibilities designated relating to administration of schools. One of the theories is that of involvement theory. Involvement refers to reactions which teacher's exhibit based on kinds of decision approaches used by the principals in matters relating to school administration. This involvement may be positive or negative. Positive involvement may also be inform of support, co-operation and high level of commitment such as when teachers have strong belief in the value for which the school stands (the school objective) while the negative involvement are individual job performance and alienation characterized by hostile feelings by teachers.

1. In another theory, the tenets of compliance (performance) in organization are as follows-
2. Compliance is determined more by social norms, than by physiological factors.
3. Non-economic rewards are all important in motivating workers.
4. Workers usually react as a group rather than individual.
5. Communication is extremely important and involves both formal and informal aspects to obtain and sustain teachers' compliance.
6. Shared decision-making is the most important facilitator of teacher's commitment to schools decisions.
7. Effectiveness in decision will be accepted by teachers but will be determined by the degree to which the principal has and exercise legitimate authority.

Teacher's compliance (performance) may then be said to depend on what the principal does at school, or decision making skills adopted by the principal in school administration. This may be inform of support, co-operation, respect, high commitment,, alienation, law commitment or any other positive or negative response by members of teachers in return to the principal's decision-making skills.

Teachers' compliance to principal's leadership styles

The following are ways teachers respond to principals' leadership styles-

Conformity – The teachers completely accept all the principal's directives. This represents total adherence to the principal's instructions and values. The teacher accept responsibilities assigned to him by the principal or his delegates and finishes jobs satisfactory and on time.

Rebellion – The teacher completely reject the principal's directives. He also tries to overwhelm his fellow teachers to show absolute disobedience to the principal's directive and even to his other job responsibilities. The complication of such compliance is highly negative and is detrimental to school growth. The rebellions, extremely individualistic person cause the school administration to crumble by thwarting every progressive directives and is more likely to seek for transfer or be transferred by the principal's efforts. This is more likely to result in conflict situations.

Creative Individualism – This manner of compliances is seen as one in which the teacher accepts the principals important directives, constructive advice and neglects those that are trivial or inappropriate. Obviously, this distinction is difficult to make.

Hierarchy of Authority and Procedural Roles

The objectives guiding the theory are the need to depersonalize work task at every level of management; the second objectives is the need to achieve efficiency and high productivity. One characteristic of bureaucracy school is the hierarchy of authority, that is every teacher or worker in the school organization is responsible to a supervisor officer. Bureaucracy has a system of rules covering

the rights and duties of the staff. It protects workers from arbitrary dismissal. One major function of the theory is to bring out efficiency in the workers and to ensure high productivity in the school system. It also helps to achieve co-ordination of efforts of the workers that is teachers at the top given power to organize. However, the modern educational administrator needs the use of relevant organizational theories and techniques to be able to manage the modern complex educational institution successfully. The tasks of educational administrator have become increasingly complex, the effective manager or school head needs a theoretical understanding of sociology and psychology of large. The theory of bureaucracy is very much indispensable for proper running of schools in Anambra State. If the school authorities should according to the theory specialization of labour, teacher should be assigned.

The school head should ensure and maintain hierarchy of authority. Every teacher and workers within the school should know who they are answerable to. This will go a long way to maintain order and discipline in the school. The school head should also according to the theory of bureaucracy ensure that rules and due procedures are followed in their school to avoid confusion and anarchy. In addition, head teacher or proprietor and their team should make sure the other non-academic workers put in the best in order to achieve efficiency and high productivity. It is my belief that if the school authorities adopt this theory in their respective schools, the management of their schools will be highly enhanced and effective.

Empirical Framework

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 of 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 co-efficient was done with test retest method which gave a reliability co-efficient 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 a 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 was used for the study. The study was designed with descriptive survey method, guided by three research questions and one null hypothesis. Questionnaire developed by researcher 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, recommendation 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 conclusion 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 Review of the Related Literature

The review of related literature was carried out under the following sub-headings namely: conceptual framework, theoretical framework theoretical studies, empirical framework and the summary of review of the related literature. The study reviewed the following concepts: influence, administration, leadership style, teacher job performance and secondary school. The theoretical framework reviewed the human relations theory and the administrative theory. The theoretical studies covered behavioural theory of teacher job performance, teachers' compliance to principal's leadership styles and hierarchy of authority and procedural roles.

Under the empirical studies 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 but it was found out that none of them related administrative leadership style to teachers' job performance in Anambra State. This created a gap in knowledge which the researcher is seeking to cover in this study.

RESEARCH METHODS

This chapter discussed the method and procedures in the conduct of the study. And this is presented under Research Design, Area of the Study, and Population of the Study, Sample and Sampling technique, Instrument of Data Collection, Validation of the instrument, Reliability of the Instrument, Method of Data Collection and Method of Data Analysis.

Research Design

The researcher design used in the study is survey research design. This design has to do with the opinion, attitudes and behaviours of secondary school teachers regarding the influence of principals' leadership styles on teachers' performance in Anambra State. Akuezuilo and Agu (2012) explained a survey research as one in which a group of people or items are studied by collecting and analyzing data from only a few people or items considered to be representation of the entire group.

Area of the Study

Anambra State is a state in the south eastern part of Nigeria. The capital of the state is Awka. It has a population of 4,055,048 people according to the 2006 census. Anambra State is bounded to the east by Enugu State, to the west by Delta State, to the North by Kogi State and to the south by Imo State. The people of the state are educationists, civil service, traders, industrialists, entrepreneurs and farmers and the State has been chosen for this study because of the efforts of the Governments over the years towards improvement of education in the State for both teachers and pupils and their overall interest in the education of their children.

Population of the Study

The target population is the 2794 teachers in the 259 public secondary schools in Anambra State. This covered all the six education zones in Anambra State which includes Awka, Aguata, Ogidi, Onitsha Nnewi and Otuocho zones.

Sources: Resources and Statistics P.P.S.S.C. Awka 2016.

Sampling and Sampling Technique

The sample size for the study is 699 teachers. A multistage sampling procedure was used in which 3 out of the six educational zones were selected through simple random sampling technique without replacement and Awka, Aguata and Ogidi Education zones were selected. Then the proportionate stratified sampling technique was applied to the population of the teachers in the 3 educational zones selected in which 25% of their population of teachers were selected to get the sample size of 699.

Instrument of Data Collection

The researcher formulated a questionnaire – influence of principals' leadership styles on teachers' job performance questionnaire (IALSTJPQ) which covered various ways administrator's leadership styles

influence teachers' job performances in Anambra State. The questionnaire was divided into two parts- Part A and Part B. Part A covered information about the respondents while part B contains the 10 items separated into 3 research questions.

Validation of the Instruments

The instrument was subjected to face and content validation using three experts, two from Educational Management and Policy department and one from Educational Foundations measuring in measurement and evaluation. Those who validated the questionnaire made lot of corrections in questionnaire. The researcher effected all the corrections suggested by the experts. And final edition of the instrument was obtained after the researcher effected the necessary corrections required.

Reliability of the Instrument

This was determined by a means of test retest method. In this case the same questionnaire was administered twice after a two weeks interval to 10 teachers from Enugu State which were not part of the original respondents. When the first and second results were correlated, it yielded a coefficient of 0.88 which the researcher considered reliable since the coefficient was high.

Method of Data Collection

Questionnaire was used to collect data for the study. The researcher and two research assistants distributed the questionnaire to the 699 respondents. The researcher waited and collected the completed questionnaires from the respondents when they were through with it. However, the researcher also returned back to collect those of the respondents who were not disposed to fill the questionnaire at the spot. A total of 699 questionnaires were retrieved from the respondents.

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 agree level and mean ratings below 2.5 is to be taken as an indication of mean scores within the disagreed level.

PRESENTATION AND ANALYSIS OF DATA

Research Question 1: *In what ways does laissez faire style influence teachers' job performance in secondary schools in Anambra State?*

Table 1: Teachers' responses on the ways laissez faire style influence teachers' job performance in secondary schools in Anambra State

S/N	items	Mean	Decision
In my school my administrator			
11.	Pays no attention to individual interest in their work place	3.06	Accepted
12.	Is less concerned about group performance	3.23	Accepted
13.	Is unconcerned with staff activities	3.57	Accepted
14.	Leads the staff through non-intervention in what they are doing	1.90	Rejected
15.	Does not supervise teachers in their teaching	1.78	Rejected
16.	Avoids interfering with peoples ways of doing their work	3.26	Accepted
17.	Believes that everybody knows what to do	3.53	Accepted
Grand Mean		2.90	Accepted

From the result of the findings from Table 1; items 2,3, and 5 from the teachers responses all fall within the accepted level with of above 2.5 while items 1and 4 fall within the rejected level of below 2.50. This was why the grand mean of the respondents fall within the accepted level of 2.80 showing that teachers accepted that administrative leadership style influences teachers' job performances.

Summary of the Major Findings

The result obtained from this analysis therefore revealed that teachers accepted that principals' leadership styles influences teachers' job performances.

Table 2: Teachers responses on ways democratic leadership style influence ‘teachers’ job performance in secondary schools in Anambra State

S/N	items	Mean	Decision
In my school my administrator			
1.	Involves teachers in decision making improves their morale to do better	2.17	Rejected
2.	Delegates duties to teachers improves their job performance	3.21	Accepted
3.	Democratic leadership style make teachers to work more	3.32	Accepted
4.	Encourages teachers to collaborate in doing their assignment	2.09	Rejected
5.	Does not impose decisions on his teachers	3.19	Accepted
Grand Mean		2.80	Accepted

From the result of the findings from Table 1; items 2,3, and 5 from the teachers responses all fall within the accepted level with of above 2.5 while items 1and 4 fall within the rejected level of below 2.50. This was why the grand mean of the respondents fall within the accepted level of 2.80 showing that teachers accepted that administrative leadership style influences teachers’ job performances.

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DISCUSSION OF THE FINDINGS

The discussion of the findings on the data collected and analyzed based on the responses to the questions in the questionnaire is organized under the following headings:

- The ways democratic leadership style influences teachers’ job performance
- The ways autocratic leadership style influences teachers’ job performance
- The ways good administrative leadership style can improve teachers’ job performance
- The ways democratic leadership style influences teachers’ job performance

The analysis of the responses to the items in research question 3 showed that the respondents agreed that the ways good leadership styles of principals improve teachers’ job performance includes the fact that including teachers in decision making improves their morale, delegating duties to them improves their job performance, and that democratic and collaborative leadership styles help teachers to perform better. Chrislip and Liarson (2015) agreed that democratic leadership style influences teacher job performance through collective decision making. Lyons and Sneida (2009) argued that transactional leadership in its extreme form may be considered autocratic leadership style when a leader has a lot of power over the followers with regard to allowing staff to make input in management decisions. Ajdari (2011) was also of the opinion that motivation of employees in the course of leadership by management encourages the workers to perform higher which affects organizations positively. Burney (2007) was of the view that the level of performance of an employee relies not only on the actual skills but also on the level of motivation each leader exhibits which is a direct product of their leadership styles.

The ways autocratic leadership style influences teachers’ job performance

The result of the analysis of the data showed that respondents agreed that teachers are aware of what leadership styles mean, know their school administrator’s leadership style and will be aware if the principals leadership style is not good. Ministry of Education (2015) confirmed that in Nigeria for example that there are rapid and increasing awareness of principals’ leadership styles in various sectors. Oluseyi and Anyo (2009) maintained that the behaviour of the school principals is very important to teachers when it comes to the issues of how they influence their performance in their schools through their leadership styles. 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. This goes a long way to show that teachers are taken cognizance of their administrator’s leadership styles. Chrislip and Liarson (2015) opined that

authoritative leaders who insist on doing things by themselves alone while subordinates are watching them without telling anybody else what they are doing is an indication of a bad leadership style.

The ways laissez faire leadership style influences teachers' job performance

The analyses of the items in research questions 2 also indicated that the ways administrative leadership style influences teachers' job performance includes the fact that good leadership style of principals improve teachers' performance, that bad leadership style affects teachers' performance negatively and that leadership styles of principals affects teachers' motivation on their jobs. Bogler (2016) said that leadership behaviour can affect trust and satisfaction of employees to organization and that organizational citizenship behaviour further enhances the relationship between leadership style and organizational commitment directly. Meindl (2016) argued that teachers' performance is determined by the workers level of participation in the day to day running of the organization. Osabiya and Ikenga (2015) revealed that there is significant relationship between laissez faire leadership styles and employee performance.

CONCLUSION

The result obtained from this analysis therefore made the researcher to conclude that teachers are aware of their principals' leadership styles and that principals' leadership styles influences teachers' job performances.

RECOMMENDATIONS

As a result of this study the following recommendations are hereby made:

1. Principals should be trained with the necessary skills to apply leadership styles in the various organizations for better results.
2. They should be trained on different leadership styles so as to know the best ones to apply in their various schools.
3. Moreover principals should be helped by the government to improve on their application of democratic and laissez faire leadership styles.

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