Principals’ Leadership Styles and Motivation of Teachers in Government Secondary Schools in Port Harcourt Local Government Area

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ABSTRACT
The study examined the leadership style employed by principals that would motivate teachers in public secondary schools in Port Harcourt Local Government Area. Two research questions and two hypotheses were formulated to guide the study. The study adopted a descriptive approach. The population for the study is 496 teachers, made up of 208 males and 288 females from the 12 public secondary schools in Port Harcourt Local Government Area of Rivers State. A total of 298 teachers (60% of the entire population) and seven schools constituted the sample size for the study. The study used a self-developed questionnaire titled, “Principals’ Leadership Styles and Motivation of Teachers Questionnaire” (PLSMTQ). The reliability coefficient of 0.75 was determined using Pearson product Moment Correlation Coefficient. Data obtained were analyzed using mean for research questions and z-test to test the hypotheses at 0.05 level of significance. Results showed that there is no significance difference between the mean response of male and female teachers on how principals’ use of democratic leadership and autocratic leadership style motivate teachers in public secondary schools in Port Harcourt Local Government Area. Based on the findings, it was recommended that principals should involve subordinates in making decision on issues that bother on their welfare. School administrators should be encouraged to enroll for professional development training to keep abreast the best leadership style capable of achieving the desired educational objectives.

Key words: Principal, Leadership-Styles, Democratic, Autocratic, Motivation.

INTRODUCTION
Over the years, school leadership has been identified as paramount concern in the review of school process. This concern was no doubt reinforced by the recognition of two essential findings from studies on school improvement; the realization that the school is the unit of change and the importance of principal leadership in promoting participation in school improvement (Adeyemi, 2010). School leadership in a professional learning community is socially constructed and culturally sensitive (Forster & Hilaire, 2003; Harris, 2003). Leadership evolves as administrators and teachers collaborate, support each other’s growth and redefine their systematic roles as professionals (Hoerr, 1996). As leadership shifts from an individual to an organizational capacity, the focus of structure and policies shifts from prescribing roles and well-defined role relationship to maintaining social legitimacy and acquiring the resources necessary to provide quality learning opportunities not only for students, but for teachers and administrators as well (Ogowa & Bossert, 2000).
Ozigi, (1978) observes that in developing society like ours, which poses a big challenge to education, “the administrator must see their role in relation to the contribution they make to the complex task of nation building”. He further stated that the school principal should possess the basic knowledge of coordinating the activities in his or her establishment, discern influences, goals, policies and programs, procure and manage available resources so as to achieve the main goal at the institution. The success of any organization depends mainly on effective administration and sound relationship.

Optimizing the talents of all teachers in secondary schools is a very great task. Train and retrain. We must train everyone in problem solving techniques to contribute to quality improvement “Tom Peters, thriving on chaos’ creating a learning organisation raises expectations for teacher and students performance, it involves changing the culture and increasing the individual and collective capability of the faculty and staff. This can be best achieved by rethinking the schools’ approach to professional staff development. The importance of effective staff development is magnified substantially when schools embark on site based, collaborative decision making. The need for increased expertise immediately expands from learning new concepts that improve teaching and learning to include learning how to be a productive player in team problems solving. To support these emerging needs, the national staff development council recommends the following strategies for designing effective staff development programmes:

i. effective professional development needs commitment from all participants;
ii. all improvement needs to be continuous, not a one shot effort;
iii. structures must be aligned with professional development goals;
iv. a variety of approaches must be used;
v. planning must be participatory; and
vi. professional development should be student focused, data driven and results oriented.

Observations have shown that most leadership styles adopt by principals in managing the affairs of the school do fall within the context of democratic or autocratic.

**Statement of the Problem**

One of the most important human activities is managing human affairs in various spheres of life. Ever since people began forming groups to accomplish aims they could not achieve as individuals managing has been essential to ensure the coordination of individual efforts. As society has come to rely increasingly on group efforts, task of leaders has been rising in importance. Thus, organizing involves developing an intentional structure of roles for effective performance. It requires a network of decision making and communication centre for coordinating efforts towards group and organizational goals. As leadership shifts from an individual to an organisational capacity, the focus of structure policies shift from prescribing roles and well-defined role relationships to maintaining social legitimacy and acquiring the resources necessary to provide quality learning opportunities, not only for students but for teachers and administrators as well (Ogawa & Bosert, 2000).

It is therefore not surprising that there is pressure mounted on effective leadership among principals of secondary schools in Port Harcourt Local Government Area, Rivers State. It seems however that many principals have not considered their styles of leadership as determinants of motivation of teachers in schools. Hence, some of them seem to find it difficult to effectively administer their schools (Adeyemi, 2004). As such, leadership style occupies an essential position in secondary schools in Port Harcourt Local Government Area. Administrator who controls schools’ resources for the purpose of attaining organisational goals. It is in this regard, that the leadership styles employed by the principals of public secondary schools in Port Harcourt Local Government Area are examined in a bid to motivating the teachers in schools and to determine the appropriate leadership style that should be employed in the administration of secondary schools.

**Purpose of the Study**

The main purpose of this study is to examine the leadership style employed by principals that would motivate teachers in public secondary schools in Port Harcourt Local Government Area.

Specifically, the objectives of the study are:

i. To examine how principals’ use of democratic leadership style can motivate teachers in schools.
ii. To examine how the use of autocratic leadership by principals can motivate teachers in schools.

**Research Questions**
The following research questions are posed to guide the study:

i. How does principals’ use of democratic leadership style motivate teachers in public secondary schools in Port Harcourt Local Government Area?

ii. How does principals’ use of autocratic leadership style motivate teachers in public secondary schools in Port Harcourt Local Government Area?

**Hypotheses**
The following null hypotheses were formulated to guide this study: It was tested at 0.05 level of significance.

- **Ho1:** There is no significant difference in the mean responses of male and female teachers on how principals’ use of democratic leadership style motivates teachers in public secondary schools Port Harcourt Local Government Area.

- **Ho2:** There is no significant difference in the mean responses of male and female teachers regarding principals’ use of autocratic leadership style motivates teachers in public secondary schools in Port Harcourt Local Government Area.

**CONCEPTUAL, THEORETICAL AND EMPIRICAL REVIEW**
Here, we review relevant dimensions of concepts, theories and research-based literature involved in the study to expose the knowledge gap that the study stands to fill.

**Leadership Styles**
The term “style” denotes an interactive characteristic of the leader’s personality which stamps his relationship with followers, particularly in terms of the role expectations which they hold. Leadership style on the other hand, depends on the situation and the style to fit the situation tends to be effective with particular individual or groups in the changing environment. Suffice to say, that every environment is influenced by the leader. Owens (1991) posits that leadership style is the combination of task-oriented behaviour and people-oriented behaviour. Discourse will be made on three leadership styles, namely democratic, autocratic and laissez-faire leadership styles.

**Democratic leadership styles:**
This style recognizes the wishes and suggestions of the followers in decision making processes. Okoroma (2000) advocated that if a human relations approach in which all members of the organization are seen as important and given the opportunity to contribute to decision-making. Decision-making and leadership or organizational matters are shared with the group. This is because arrangement, power and authority are desired from the governed. The leader persuades and considers the feelings of persons and encourages participation in decision-making, while a democratic leader is permissive and considerate about the feeling of the followers, with rights and freedom of the people guaranteed and respected, Okoroma added as some of the advantages derivable in democratic leadership styles as follows:

(a) Increased membership morale and support for decision democratically reached.

(b) Better and quality decisions through shared information and ideas among group members. Similarly, some of the demerits were articulated as:

(i) lower decisions

(ii) diluted accountability for decisions

(iii) possible compromises that are designed to please everyone but are not the best solutions.

Adeyemi (2010) also revealed that in democratic style of leadership, emphasis is placed on group and leader participation in the making of policies. Decisions about organizational matters are arrived at after consultative and communicate with various people in the organization. Heenan and Bennis (1999) in supporting the above added that communication is multidirectional while ideas are exchanged between employees and the leader. No wonder, Mba (2004) posited that there is high degree of staff morale in this style of leadership.
**Autocratic leadership style:**
This is commonly referred to as dictatorship. It is best described as leadership through force. The leadership is imposed upon the organization or society. He gets others to do things by giving them little scope to influence decisions. This is because; he takes primary responsibility for the group by controlling, managing and directing. This style allows the leader a measure of autocracy and is task-oriented in his interactions with the members of the organizations. Okoroma (2000) observes that the advantage of this style is that decisions can be made speedily since the leader does not necessarily have to obtain the approval of his followers. He added that its disadvantage is lack of support from the followers as they could not make impart and consequently may hamper the implementation. Olaniyan (1992) noted that in autocratic leadership, the leader does not maintain clear channel of communication between him/her and the subordinates. He or she does not delegate authority nor permit mates to participate in policy-making.

**Motivation**
Researchers are becoming increasing aware of the relationship between motivation and goal attainment. Effective employee performance depends largely on levels of worker motivation. In order to make our schools conducive for teaching learning, the leadership behaviour exhibited by principals should spur and motivate teachers to contribute effectively towards the achievement of desired objective. For as Davis (1972) aptly noted, without leadership, an organization is but a muddle of men and machines. Leadership is the ability to persuade others to seek defend objective enthusiastically. It is the human factor which binds a group together and motivates it towards goals. Leadership transforms potential into reality.

Motivation is an inner state that energizes, activates or moves and that directs or channels behaviour towards goals, Berelson and Stiener (1964) in Kooatz et al 1984:478), Thus, if a leader motivates his subordinates, he is said to be doing things which he hope will satisfy their drives and make the subordinate to behave in a desired manner, motivation in an organization then involves a leader’s pities towards meeting the needs of the workers and their increased productivity.

Ruse and Bouditch (1977:53) also defines motivation as the conditions responsible for variation in the intensity, quality and direction of an ongoing behaviour. Hoy and Miskel (1987:176) give another definition as the complex of forces, drives, needs, tension states or other internal psychological mechanism that start and maintain activity towards the achievement of personal goals.

The definitions generally indicate that motivation is a management function which stipulates people to accomplish institutional goals, hue, to motivate aims at gaining desired results through human effort. Motivation is a complex problem in school organizations in that the needs, wants and desires of each teacher differ. They differ because each teacher is unique in his biological and psychological make-up and in his learning experiences.

Theoretically, this study is based on Path-goal and motivational theory. The Path-goal theory postulates that the most successful leaders are those who increase subordinate motivation by charting out and clarifying the paths to high performance. Ajay and Ayodele (2001) opined that in this theory, the behaviour of the leader is acceptable to the subordinates only if they continue to see the leader as a source of satisfaction. The theory states that, motivation is a formation of the desirability of available rewards and a person perception of his or her ability to perform in a manner that will result in obtaining the rewards. The theory suggests that an effective leader is one who links desired person rewards or outcomes to organizational goals and who increases the chances that employees can achieve these goals. It goes to show that effective leaders have the following attributes:

1. Motivate their followers to achieve group and organizational goals.
2. Make sure that they have control over outcomes, their subordinates desire, reward subordinates for performing at a high level or achieving their work goals by giving their desired outcomes. In addition, Okoroma (2000) concluded that the theory is mainly concerned with how the leader influences the subordinate’s perception of work goals, personal goals and paths of goal attainment.

**Motivational Theories**
Models of motivation have been classified into content theories and process theories, (Miskel, 1982:67). Content theories emphasis needs and wants as important motivators of behaviour and attempt to classify
what things energize or initiate behaviour. Process theories on the other hand are concerned with the mental process involved in motivation. They try to explain how behaviour is started, sustained at a particular level and stopped. Most of the theories are concerned with cognitive processes such as expectancy, attribution and goal setting. As group, process models try to define major variable that determine the choice of task effort and persistence levels. Variables that are commonly used include needs, expectations, rewards and reinforces. They also attempt to specify how variables interact to influence dependent variables such as behaviour and job satisfaction. When investigation motivation studies are usually built into any theoretical framework, Maslow’s need hierarchy theory provide an appropriate framework for such a study.

**Empirical Studies**

Adeyemi (2010) in a study to determine principal leadership styles and teacher job performance in senior secondary schools in Ondo State, using 240 principals and 1800 teachers from randomly selected 240 senior secondary school revealed that democratic leadership style was the most commonly used leadership style among principals in senior secondary schools in the state. Similarly, Victor (2009) in a study to determine principals leadership for private schools improvement in Singapore showed that effective principal establishes trust, create trustee that promote principal - teacher, communication and maintain a high level of rural values.

According to Hoyle (2002), it is observed that the widely used instruments to assess leadership style are the organizational climate, description questionnaire (OCDP), leadership behavior description questionnaire (LBDQ) and the organizational health inventory (OHI). These instruments gather faculty and staff perceptions of the leadership style of the principal and other organizational dynamics in a school organization. The results of the perceptions have been helpful to principals who may see themselves as democratic inclusive leaders, while the data reveal an authoritarian, aloof bureaucrat. The literature reveals little empirical research about why some leadership styles in certain situations are triumphant successes and others are dismal failures. Research is silent in analysing leadership styles across schools, school leaders, and situations, but there is general consensus that some leaders are better than others in reading the environment and adjusting their style to address issues.

In analyzing the leadership behaviour of school principals, a new survey instrument was used to analyse the leadership behaviour style of a principal. The instrument consists of a 49 positive and negative behaviours that measure how a principal interacts with staff. A correlation co-efficient of .95, as measured by the Cronbach alpha, was obtained indicating the instrument has excellent reliability. The instrument has adequate construct validity in terms of those behaviours, principal’s practice that teachers like or find offensive (as reported by 375 teachers).

The authors (Bulach, Boother & Pickett (2006) concluded that the survey can be used to measure a principals’ leadership behavior, as an early indicator of what is happening to a school culture and climate and eventually student achievement.

In a related manner, study on leadership style and job stress was conducted by HSU (1986) using 222 operators of Chine Steel Company showed that in leadership method, consideration has significantly negative connection with job stress, but the initiating structure has apparently positive connection with job stress.

In an attempt to review salient issues in the study as conceived by different writers, the term leadership was identified as complex concept with different interpretations from various writers, all pointing at influencing the actions of others in order to achieve a goal. In achieving this goal, the study identified three leadership styles which were also delineated. There merits and demerits were briefly articulated identifying democratic leadership style as a leadership style with a-two-way channel of communication. The study with few empirical studies identified democratic as most appropriate in schools. This is capable of arousing the morale of staff for greater productivity.

The study however, tends to show that despite the effects in the use of democratic leadership style to enhance job performance of teachers in schools (particularly senior secondary schools) not much have
been done on the aspect of motivation and personnel in public secondary schools, thereby making the study unique.

**METHODOLOGY**

This study adopts a descriptive survey approach, because it seeks to investigate the leadership style employed by the principal to motivate teachers in public secondary schools in Port Harcourt Local Government Area.

The population for the study is 496 teachers, made up of 208 males and 288 females from the 12 public secondary schools in Port Harcourt Local Government Area of Rivers State. A total of 298 teachers (60% of the entire population) and seven schools constituted the sample size for the study. This comprised 125 male and 173 female teachers. The stratified random sampling technique was used for the selection of the required teachers and school respectively.

The study used a self-developed questionnaire titled, “Principals’ Leadership Styles and Motivation of Teachers Questionnaire” (PLSMTQ). PLSMTQ was divided into two sections, namely: Section A and B. Section A elicited information relating to the personal data of the respondents with items such as name of school, sex, designation and years of experience. Section B contained a 24-item questionnaire that provided information relating to the research questions. The questionnaire items are designed on a four-point rating scale with strongly agree as the highest (4-point), agree (3-points), disagree (2-points), and strongly disagree as the lowest (1-point).

PLSMTQ was subjected to face validity by the researcher’s supervisor and two other experts in measurement and Evaluation from the Faculty of Technical and Science Education, Rivers State University of Science and Technology. The reliability of the instrument was established using a test-retest method. Pearson product Moment Correlation Coefficient was used to determine the reliability coefficient which gave a value of 0.75, considered to be relatively high for the study. Data obtained from the respondents were descriptively analysed using the mean for the research questions and z-test for hypotheses tested at 5% level of significance.
RESULTS

Research Question 1: How do principals’ use of democratic leadership style motivate teachers in public secondary schools in Port Harcourt Local Government Area?

Table 1: Mean responses of teachers on how principals’ use of democratic leadership style motivate teachers in schools

<table>
<thead>
<tr>
<th>S/N</th>
<th>Description</th>
<th>Male Total Score</th>
<th>Female Total Score</th>
<th>Male $\bar{X}$</th>
<th>Female $\bar{X}$</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Democratic leadership style of principal encourages two-way communication to enhance personnel in schools.</td>
<td>370</td>
<td>556</td>
<td>2.96</td>
<td>3.21</td>
<td>Accepted</td>
</tr>
<tr>
<td>2.</td>
<td>Participation of teachers in decision making enhances their activities in the school.</td>
<td>342</td>
<td>461</td>
<td>2.74</td>
<td>2.67</td>
<td>Accepted</td>
</tr>
<tr>
<td>3.</td>
<td>Teachers are motivated by their principal due to the leadership style that is employed.</td>
<td>358</td>
<td>502</td>
<td>2.86</td>
<td>2.90</td>
<td>Accepted</td>
</tr>
<tr>
<td>4.</td>
<td>Democratic leadership promotes mutual relationship between principal-teachers in the school.</td>
<td>360</td>
<td>491</td>
<td>2.88</td>
<td>2.84</td>
<td>Accepted</td>
</tr>
<tr>
<td>5.</td>
<td>A wide channel of communication is advocated in democratic leadership style by personnel.</td>
<td>241</td>
<td>416</td>
<td>1.93</td>
<td>2.41</td>
<td>Rejected</td>
</tr>
<tr>
<td>6.</td>
<td>Democratic leadership advocates authority from position and power in the school system as a way of motivating personnel.</td>
<td>281</td>
<td>355</td>
<td>2.25</td>
<td>2.05</td>
<td>Rejected</td>
</tr>
<tr>
<td>7.</td>
<td>Sharing of ideas and responsibilities between subordinates and leaders result to enhance personnel.</td>
<td>369</td>
<td>520</td>
<td>2.95</td>
<td>3.01</td>
<td>Accepted</td>
</tr>
<tr>
<td>8.</td>
<td>In a democratic leadership style, tangible and mutual ownership of goods and rewards serve as avenue to motivate personnel in the organisation.</td>
<td>353</td>
<td>460</td>
<td>2.82</td>
<td>2.66</td>
<td>Accepted</td>
</tr>
</tbody>
</table>

Grand mean 2.69 Accepted

Respondents in table 1 shows that items 1, 2, 3, 4, 7 and 8 for both male and female teachers are accepted, while items 5 and 6 were rejected. With the grand mean of 2.69, the table revealed that principals’ use of democratic leadership style significantly motivate teachers in schools.
Research Question 2: How does principals’ use of autocratic leadership style motivate teachers in public secondary schools in Port Harcourt Local Government Area?

Table 2: Mean responses of teachers on how principals use of autocratic leadership style motivate teachers in schools.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Description</th>
<th>Male Total Score</th>
<th>Female Total Score</th>
<th>Male $\bar{X}$ $(n = 125)$</th>
<th>Female $\bar{X}$ $(n = 173)$</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Autocratic leadership encourages a two-way communication</td>
<td>260</td>
<td>364</td>
<td>2.08</td>
<td>2.10</td>
<td>Rejected</td>
</tr>
<tr>
<td>10</td>
<td>Personnel are motivate when the principal uses autocratic leadership style</td>
<td>299</td>
<td>423</td>
<td>2.39</td>
<td>2.45</td>
<td>Rejected</td>
</tr>
<tr>
<td>11</td>
<td>Channel of communication in autocratic leadership is a one-way process</td>
<td>356</td>
<td>469</td>
<td>2.84</td>
<td>2.71</td>
<td>Accepted</td>
</tr>
<tr>
<td>12</td>
<td>Authority are delegated to others without their ideas and suggestions in autocratic leadership style</td>
<td>360</td>
<td>445</td>
<td>2.88</td>
<td>2.57</td>
<td>Accepted</td>
</tr>
<tr>
<td>13</td>
<td>Autocratic leadership is characterized by mutual relationship between the leader and subordinates</td>
<td>244</td>
<td>385</td>
<td>1.95</td>
<td>2.23</td>
<td>Rejected</td>
</tr>
<tr>
<td>14</td>
<td>Management of personnel is enhanced by autocratic leadership style</td>
<td>265</td>
<td>33</td>
<td>2.12</td>
<td>1.91</td>
<td>Rejected</td>
</tr>
<tr>
<td>15</td>
<td>Increased wages, promotion and praise to make employee perform better is advocated in autocratic leadership style</td>
<td>212</td>
<td>430</td>
<td>1.70</td>
<td>2.49</td>
<td>Rejected</td>
</tr>
<tr>
<td>16</td>
<td>The needs and drives of employees influences staff management in autocratic leadership.</td>
<td>274</td>
<td>331</td>
<td>2.19</td>
<td>1.91</td>
<td>Rejected</td>
</tr>
<tr>
<td></td>
<td><strong>Grand mean</strong></td>
<td></td>
<td></td>
<td><strong>2.29</strong></td>
<td></td>
<td>Rejected</td>
</tr>
</tbody>
</table>

Respondents in table 2 indicates that items 9(2.08, 2.10), 10(2.39, 2.45), 13(1.95, 2.23), 14(2.12, 1.91), 15(1.70, 2.49) and 16(2.19, 1.91) are rejected as against items 11(2.84, 2.71) and 12(2.88, 2.57). The grand mean of 2.29 shows that principals’ use of autocratic leadership style does not motivate teachers in public secondary schools.

Hypothesis 1: There is no significant difference in the mean responses of male and female teachers on how principals’ use of democratic leadership style motivates teachers in public secondary schools in Port Harcourt Local Government Area.
Table 3:  
**z-test analysis of significance difference between the mean responses of male and female teachers regarding how the use of democratic leadership style by the principals’ motivates teachers**

<table>
<thead>
<tr>
<th>Sex</th>
<th>No. of Teachers</th>
<th>Mean</th>
<th>Sd</th>
<th>Df</th>
<th>z-cal</th>
<th>z-crit</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>125</td>
<td>2.67</td>
<td>0.25</td>
<td>296</td>
<td>1.65</td>
<td>1.96</td>
<td>Accepted</td>
</tr>
<tr>
<td>Female</td>
<td>173</td>
<td>2.72</td>
<td>0.27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data shows that the calculated $z$-value (1.65) is less than the critical value (1.96) at .05 level of significance, hence the acceptance of the null hypothesis. This implies that there is no significance difference found between the mean response of male and female teachers on how principals’ use of democratic leadership style motivate teachers in public secondary schools in Port Harcourt Local Government Area.

**Hypothesis 2:** There is no significance difference in the mean responses of male and female teachers regarding principals’ use of autocratic leadership style on how to motivate teachers in public secondary schools in Port Harcourt Local Government Area.

Table 4: **z-test analysis of significance difference between the mean responses of male and female teachers with regards to how autocratic leadership style by the principals’ motivates teachers.**

<table>
<thead>
<tr>
<th>Sex</th>
<th>No. of Teachers</th>
<th>Mean</th>
<th>Sd</th>
<th>Df</th>
<th>z-cal</th>
<th>z-crit</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>125</td>
<td>2.27</td>
<td>0.41</td>
<td>296</td>
<td>0.66</td>
<td>1.96</td>
<td>Accepted</td>
</tr>
<tr>
<td>Female</td>
<td>173</td>
<td>2.30</td>
<td>0.36</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4 indicates that the calculated $z$-value (.66) is less than the critical $z$-value (1.96) at .05 level of significance, implying that the null hypothesis which states that there is no significant difference in the mean responses of male and female teachers regarding principals’ use of autocratic leadership style on how it motivates teachers in public secondary schools in Port Harcourt Local Government Area is hereby upheld.

**DISCUSSION OF FINDINGS**

In research question one, data showed that principals’ use of democratic leadership style significantly contribute to the teachers in public secondary schools. This is supported by Adeyemi (2010) and Mba (2004) that the leadership style encourages group and leader participation in policy making as it increases high degree of staff morale. This is further supported by respondents who revealed that a two-way communication is advocated in the democratic leadership style. Findings also showed that the style promotes sharing of ideas and responsibilities between the subordinates and leaders as Peretomode and Peretomode (2005) aptly observed in defining what entails leadership as an attempt to guide and motivate employees to work in the best interests of the organisation. The null hypotheses were accepted with no significant differences found between the mean response of male and female teachers on principals’ use of democratic and autocratic leadership style on how they could motivate teachers. This is in consonance with Cuban (1998) that opined that people tend to bend the motivation and actions of others to achieve certain goals.

Analysis of data in research question two showed that the use of autocratic leadership style by the principals’ does not motivate teachers in public secondary schools in Port Harcourt Local Government Area. The finding is in conformity with Olaniyan (1992) who opined that teachers do not maintain clear channel of communication between him/her and the subordinates. Olaniyan added that subordinates were
not delegated any authority to participate in policy making as the study rightly observed, and hence does not promote a two-way communication with authority delegated to subordinates to make suggestions on issues of organizational interest.

On the other hand, the leadership style promotes a one-way process of communication; this may have prompted Okoroma (2000) to opine that decisions are speedily taken without necessarily obtaining approval from his followers. Hence, increased wages, promotion and praise to make employee perform better is derived.

CONCLUSION

In view of the findings of this study, the following conclusion was deduced. The principals’ use of democratic leadership style in public secondary schools in Port Harcourt Local Government Area greatly contributes to the motivation of teachers. The use of autocratic leadership style by the principal was not adequate for the teachers in public secondary schools in Port Harcourt Local Government Area. There was no significant difference in the mean responses of male and female teachers on how principals’ use of democratic leadership style motivates teachers in public secondary schools in Port Harcourt Local Government Area. There was no significant difference in the mean responses of male and female teachers on how principals’ use of autocratic leadership style motivates teachers in public secondary schools in Port Harcourt Local Government Area.

RECOMMENDATIONS

In the light of the above, the researcher concluded by recommending as follows:

i. The principals should involve subordinates in making decision on issues that bother on their welfare.

ii. School administrators should be encouraged to enroll for professional development training to keep abreast the best leadership style capable of achieving the desired educational objectives.

REFERENCES


