

Leadership Styles and Job Performance among Administrative Heads of Secondary Schools

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ARTICLE INFO

Article History:

Received 15.12.2019

Received in revised form
11.05.2020

Accepted

Available online 01.07.2020

ABSTRACT

The study was carried to predict leadership styles and job performance among administrative heads of Secondary Schools in North-Central, Nigeria. Three research questions and hypotheses were formulated for the study. The target population comprised of 7, 290 administrative heads in the selected school in North-central Nigeria. The stratified and purposive random sampling technique was used to draw a total of two hundred and thirty nine (239) respondents. The research instrument was a structured questionnaire titled Leadership Style and Job Performance Questionnaire (LSJQPQ), which was validated by experts in Educational Management and Measurement and Evaluation in Ahmadu Bello University and Benue State University respectively. The index with Cronbach alpha revealed an index of 0.89-0.92 which shows a strong reliability index. Data was collected on principals' leadership style and job performance among administrative heads in the selected schools in North-central Nigeria. The target population of the study comprised all administrative heads (principals) in the 20 selected schools in the study area which was analysed with simple regression analysis. The result revealed that autocratic leadership style, democratic leadership style and laissez faire leadership style significantly predict job performance among administrative heads. It was recommended among others that secondary schools principals in North-Central, Nigeria should adopt democratic leadership that gives every individual ample opportunity in secondary schools, as these leadership styles will enhance staff job performance and goal achievement in the schools.

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Keywords:

Leadership styles, predictor, job, performance, administrative

INTRODUCTION

The role of principals of secondary education in Nigeria cannot be undermined. This is because secondary education system in Nigeria is responsible for setting strategic standards with well structured knowledge and skills to be attained by teachers. It promotes full application of the curriculum with prescribes methods of testing the students at the end of their training so as to ensure quality products. In order to achieve these, the principals of secondary schools are the custodians of secondary education. They ensure the implementation of all the programmes developed through the National Policy on Education and also maintenance of equipments, physical facilities and training of staff, maintaining effective school community relations, interpersonal relationship, record management, communication, decision-making process and several others are required of the principals that will effectively lead to influence commitment and effectiveness (National Policy on Education, 2014).

As the custodians of secondary education, he is also charged with maintenance of equipments, physical facilities and training of staff, maintaining effective school community relations, interpersonal relationship, record management, communication, decision-making process and several others are required of the principals that will effectively lead to influence commitment and effectiveness (Ukaidi, 2016). To effectively achieve all these, the style of leadership must not be taking for granted. Obviously, the desirability of achieving at the secondary education as entrenched in both the Nigerian education policy and philosophy of education requires effective leadership in the secondary schools.

Leadership is the operational tool in influencing people to strive willingly and enthusiastically towards the achievement of the organisational goals, including secondary schools (Adwella, 2014) saw. This implies that for any organization to work effectively in achieving its stated aims and objective, its leaders must be proactive in terms of the style of leadership adopted. Aghenta (2001) explained leadership as a process of influencing the activities of a group of people by a leader in an effort towards the attainment of the organisational goal. It involves the act of getting things done with the cooperation and assistance of other people. Leadership is therefore an important instrument in the initiation and implementation of the organisational policies, including educational policies and philosophy of the secondary schools in the State, and the leadership style and traits so applied by the leader influences the job performance of the staff in the organization. To the researcher, a leader must be proactive and should understand the body language of the workers which will help to promote job performance.

Adeyemi (2006) opined that leadership style is seen as a process through which the leader influences others in the process of attaining the group goal. As a process, it requires that the leader has a laid down procedure to follow in his/her leadership activities, and such a leader has specific direction to follow. This implies that to be an efficient leader, there must be a well structured do and don't that all superior and subordinates must follow in the organization. According to Okumbe (1998) leadership style "is a particular behaviour applied by a leader to motivate subordinates to achieve the objectives of the organisation". To this scholar, leadership is not only an act of influencing others to carry out the organisational goal, but includes the specific activity such as the "motivation" of others to ensure that they carry out organisational goal to the desire of the leader. This provides the leader with the opportunity of controlling others in the organisation. Thus any leader who does not motivate its workers may not achieve good performance. To Chandan (1987), leadership style entails the ingredient of personality embedded in the leader that causes subordinates to follow them. To this end, the kind of leadership style adopted can attract or distract the followers which will in-turn affect their input positive or negative in the organization be it (autocratic, democratic or lesser fair leadership style).

Autocratic leadership often leads to high levels of absenteeism and low employee turnover. However, it could remain effective for some routine and unskilled jobs, as the advantages of control may outweigh the disadvantages. Charismatic leaders inspire lots of enthusiasm in their employees and are very energetic in driving others forward. Charismatic leaders, however, tend to believe more in themselves, than in their employees, hence, creating a risk that a project, or even the entire organization, might collapse if the leader leaves. In the eyes of the followers, success is directly connected to the presence of the charismatic leader. As such, charismatic leadership carries great responsibility, and needs long-term commitment from the leader.

Study by Werang and Lane (2010) examined the relationship between principals' autocratic leadership style, school organizational climate and teachers' job performance in Merauke regency, Gambia. The population comprised 164 teachers at state senior high schools in Merauke regency. The descriptive survey design was used in the study. The population was approximately 170 teachers in the region, while the sample drawn was 118, representing 69.4% of the population. Questionnaires were the main tool of the research to collect data. The data were collected through the aid of a structured questionnaire. Statistical Package for Social Science (SPSS) was used to analyze the data collected. Based on the data analyses, the result revealed that (a) there was a significant relationship between principals' leadership and teachers' job performance at state senior high schools in Merauke regency, Papua; (b) there was a significant relationship between school organizational climate and teachers' job performance at state senior high schools in Merauke regency, Papua; and (c) the majority of principals in Merauke regency were often autocratic in the use of their office as the administrative head of the school.

Democratic Leadership/Participative Leadership Democratic leaders tend to invite other members of the team to contribute to the decision-making process, although they make the final decision. Hence, it increases job satisfaction through the involvement of others, and helps to develop people's skills. Employees would also feel in control of their own destiny, and motivated to work hard by more than just a financial reward. This approach could, however, take longer, but often with a better end result. Democratic or participative leadership is most suitable when working as a team is essential, and when quality is more important than speed to market or productivity. Empirical study by Haruni and Mafwimbo (2014) examined the influence of autocratic leadership styles on teachers' job satisfaction in Songea and Morogoro Districts, Tanzania. The study employed a cross-sectional research design, with samples of 200 teachers from 20 selected primary schools in Songea and Morogoro Districts. Interviews, documentary analysis and questionnaires were used to collect the data. The data were analyzed both qualitatively and quantitatively using tables, frequencies and percentages. It was found that the democratic leadership style was the most dominant in the bestperforming primary schools. It is, therefore, suggested that there is much to be learnt from the democratic leadership style as a copying strategy in low-performing primary schools.

Again, Kozaala (2012) investigated the leadership styles and job performance of teachers in 15 secondary schools in Kamuli District. The study was cross-sectional in design and collected data from a total of 50 respondents, including 15 head teachers, 30 members of the Board of Governors and five officials from the Ministry of Education and Sport at Kamuli District. Data were collected via a self-administered questionnaire, and an interview schedule with teachers was analyzed using the Pearson correlation

coefficient. Results showed that head teachers and principals in secondary schools in the Kamuli District used the autocratic leadership style while administering their schools; they use directive language when talking to teachers, they make personal decisions without consulting teachers and regards democratic leadership style, they do not delegate work or responsibility to teachers. Teachers felt left out of most pertinent issues pertaining to their schools; they were not motivated and felt rejected, thus having a negative impact on the job performance of teachers. Bogler (2001) examined the effects of principals' leadership style (transformational or transactional), principals' decision-making strategies (autocratic versus participative) and teachers' occupational perceptions of teacher satisfaction from the job. The most salient finding was that principals' autocratic leadership affected teachers' satisfaction and job performance both directly and indirectly through their occupational perceptions

Another important leadership style most principals use is the Laissez-faire Leadership: "Laissez-faire" means "leave it be" in French. It is used to describe leaders who leave their employees to work on their own. Laissez-faire leadership could be effective if the leader monitors what is being achieved and communicates this back to the team regularly. Often, this style of leadership is most effective when individual employees are very experienced and skilled self-starters. This type of leadership, however, could also occur when managers do not apply sufficient control. Anders, Ståle, Torbjørn and Merethe (2007) were interested in to test the assumption that laissez-faire leadership behavior on job performance of staff in California. Two research questions were answered. A survey of 2,273 Norwegian employees was conducted and analyzed. Laissez-faire leadership was positively correlated with role conflict, role ambiguity, and conflicts with coworkers. Path modeling showed that these stressors mediated the effects of laissez-faire leadership on bullying at work and that the effects of laissez-faire leadership on distress were mediated through the workplace stressors, especially through exposure to bullying. The results support the assumption that laissez-faire leadership behavior is destructive leadership behaviour

Thus laissez-faire leadership, also known as declarative leadership, is a type of [leadership style](#) in which leaders are hands-off and allow group members to make the decisions. Researchers have found that this is generally the leadership style that leads to the lowest productivity among group members. However, it is important to realize that this leadership style can have both benefits and possible pitfalls. There are also certain settings and situations where a laissez-faire leadership style might be the most appropriate.

Each of these leadership styles has a significant influence on the job performance of the principals. Job performance is an important tool in assessment of both the staff and organisational activities. It is the overall expected value from employees' behaviour carried out over the course of a set period of time (Motowidlo, Borman & Schmidt, 1997). This connotes that job performance involves what the staff of a giving organisation do at the organisation, which is aimed at either improving the organisational goal or otherwise. It implies that the staff behaviour and general activities is measured by a giving standard to assess the staff activities in the organisation.

STATEMENT OF THE PROBLEM

The issue of poor job performance among administrative heads of secondary school has been of great concern to all in the educational environment. In most secondary schools in North-central, the principals, vice principals administration and vice principals academic have shown poor knowledge in record keeping. Kozaala (2012) rightly said that this has been a serious problem in that no organization can work effectively without reliable records of all human and material resources in the organization. Observation has shown that most principals who are expected to be custodian of school records lack knowledge in records keeping as records are poorly kept and managed, accurate, reliable and trustworthy records that fulfill evidential requirements are being created but not properly managed Despite the importance of school records in the achievement of educational objectives, these records do not seem to be adequately managed by principals. From observation, it becomes obvious that accurate, reliable and trustworthy records are not properly kept, while some are not kept In addition, teachers do not have an understanding of record keeping process. In spite of efforts made by the ministry of education in enhancing job performance, through the provision of school facilities to aid in proper record keeping, there still liger issues with principals poor job performance. The problem of this study is: To what extent do leadership styles predict job performance among administrative heads of secondary schools in North-Central, Nigeria?

PURPOSE OF THE STUDY

The main purpose of this study was to predict leadership styles on job performance among administrative heads of Secondary Schools in North-Central, Nigeria. Specifically, the study hoped to:

1. Examine autocratic leadership as predictor of job performance among administrative heads
2. Determine democratic leadership as predictor of job performance among administrative heads
3. Ascertain laissez fair leadership as predictor of job performance among administrative heads

RESEARCH QUESTION

1. To what extent does autocratic leadership predict job performance among administrative heads?
2. To what extent does democratic leadership predict job performance among administrative heads?
3. To what extent does laissez fair leadership predict job performance among administrative heads?

STATEMENT OF HYPOTHESES

1. Autocratic leadership style does not significantly predict job performance among administrative heads.
2. Democratic leadership style does not significantly predict job performance among administrative heads.
3. Laissez fair leadership style does not significantly predict job performance among administrative heads.

RESEARCH METHODS

The research design adopted for the study was the descriptive survey design. The design involved gathering of facts or obtaining pertinent and precise information concerning the current status of phenomenon and whenever possible draw possible conclusions from the facts discovered (Orodho 2008). The target population comprised of 7, 290 administrative heads in the selected school in North-central Nigeria. The stratified and purposive random sampling technique was used to draw a total of two hundred and thirty nine (239) respondents. The research instrument was a structured questionnaire titled "Leadership Style and Job Performance Questionnaire (LSJPQ)" which was validated by experts in Educational Management and Measurement and Evaluation in Ahmadu Bello University and Benue State University respectively. The index with Cronbach alpha revealed an index of 0.89-0.92 which shows a strong reliability index. Data was analysed with simple regression analysis.

RESULTS

Results of the data collected are discussed hypothesis-by-hypothesis as shown below

Hypothesis one

Autocratic leadership style does not significantly predict job performance among administrative heads. The independent variable in this hypothesis autocratic leadership style represented as (variable-X). The dependent variable is job performance (variable-Y). The result of the analysis with simple linear regression as presented in Table 1.

TABLE 1: Results of simple regressions analysis with autocratic leadership style and job performance of administrative head.

Variables	\bar{X}	SD	N
Job Performance	15.3389	2.40058	239
Autocratic leadership style	19.7238	2.45786	239
Correlation matrix		Job Performance	Autocratic leadership style
Pearson Correlation	Job Performance	1.000	.757
	Autocratic leadership style	.757	1.000
Sig. (2-tailed)	Job Performance	.	.000
	Autocratic leadership style	.000	.
N	Job Performance	239	239
	Autocratic leadership style	239	239
Model summary	R	R Square	Adjusted R Square
	.757 ^a	.572	.571
			Std. Error of the Estimate
			1.57320

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t-cal	p-value
	B	Std. Error			
(Constant)	765	.825		.928	.000
Autocratic leadership style	739	.041	.757	17.809	.000

*p<.05

The result of simple regression analysis in Table 1 revealed the descriptive statistics, correlation statistics and model summary for both the predictive and criterion variables. From the result, the means and standard deviation for the dependent variable (job performance) is 15.3389 and 2.40058 while for the predictive variable (Autocratic leadership style) has a means of 19.7238 and standard deviation of 2.45786. A correlation of .719 ($p < .000$) suggests there is a strong positive relationship between Autocratic leadership style and job performance. The Model Summary provides the $r^2 = .572$ suggests that 57% of the variance in Autocratic leadership style scores can be explained by the job performance of academic staff in tertiary institutions scores ($p\text{-value } .000 < .05$). Thus, the extent of job performance of administrative heads of secondary schools in North-central is strongly predicted by how successful the principal applies autocratic leadership style.

Hypothesis two

Democratic leadership style does not significantly predict job performance among administrative heads. The independent variable in this hypothesis is democratic leadership style represented as (variable-X). The dependent variable is job performance (variable-Y). The result of the analysis with simple linear regression as presented in Table 2.

TABLE 2 Summary of result with simple regressions analysis with democratic leadership style and job performance of administrative heads in North-central, Nigeria.

Variables	\bar{X}	SD	N
Job Performance	15.3389	2.40058	239
democratic leadership style	19.8452	2.48464	239

Correlation matrix		Job Performance	Democratic leadership style
Pearson Correlation	Job Performance	1.000	.749
	Democratic leadership style	.749	1.000
Sig. (2-tailed)	Job Performance		.000
	Democratic leadership style	.000	
N	Job Performance	239	239
	Democratic leadership style	239	239

Model	R	Adjusted R Square	Std. Error of the Estimate
summary	.749 ^a	.561	.559

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t-cal	p-value
	B	Std. Error			
(Constant)	974	.831		1.171	.001
Democratic Leadership style	724	.042	.749	17.414	.000

*p<.05

Table 2 presents the descriptive statistics, correlation statistics and model summary for both the predictive and criterion variables. From the result, the means and standard deviation for the dependent variable (job performance) is 15.3389 and 2.40058 while for the predictive variable (democratic leadership style) has a means of 19.8452 and standard deviation of 2.48464. A correlation of .749 ($p < .000$) suggests there is a strong positive relationship between democratic leadership style and job performance. The Model Summary provides the $r^2 = .561$ suggests that 56% of the variance in democratic leadership style scores can be explained by the job performance of administrative heads scores (p -value $.000 < .05$). Thus, the extent of job performance among administrative heads is strongly predicted by how successful the democratic leadership style is effectively carried.

Hypothesis three

Laissez fair leadership style does not significantly predict job performance among administrative heads. The independent variable in this hypothesis is Laissez fair leadership style represented as (variable-X). The dependent variable is job performance (variable-Y). The result of the analysis with simple linear regression as presented in Table 3.

TABLE 3: Summary of result with simple regressions analysis lesser fair leadership style and job performance of administrative heads of secondary schools.

Variables	\bar{X}	SD	N		
Job Performance	15.3389	2.40058	239		
Laissez fair leadership style	20.1213	2.38119	239		
Correlation matrix		Job performance	Laissez fair leadership style		
Pearson Correlation	Job Performance	1.000	-.681		
	Laissez fair leadership style	-.681	1.000		
Sig. (2-tailed)	Job Performance	.	.000		
	Laissez fair leadership style	.000	.		
N	Job Performance	239	239		
	Laissez fair leadership style	239	239		
Model summary	R	R Square	Adjusted R Square	Std. Error of the Estimate	
	.681 ^a	.463	-.461	1.76212	
Model	Unstandardized Coefficients		Standardized Coefficients	t-cal	p-value
	B	Std. Error	Beta		
(Constant)	.529	.972		1.574	.117
Laissez fair Leadership Style	.686	.048	.681	14.308	.000

* $p < .05$

Table 3 revealed the descriptive statistics, correlation statistics and model summary for both the predictive and criterion variables. From the result, the means and standard deviation for the dependent variable (job performance) is 15.3389 and 2.40058 while for the predictive variable (Laissez fair leadership style) has a means of 20.1213 and standard deviation of 2.38119. A correlation of .749 ($p < .000$) suggests there is a strong positive relationship between Laissez fair leadership style and job performance. The Model Summary provides the $r^2 = .463$ suggests that 46% of the variance in strategic map scores can be explained by the job performance of academic staff in tertiary institutions scores (p -value $.000 < .05$). Thus, the extent of leadership performance of administrative heads is strong negative predicted by how successful Laissez fair leadership style is practiced.

DISCUSSIONS

The finding of hypothesis one revealed that autocratic leadership style has a significantly predict job performance among administrative heads. Most leaders who are quite autocratic do not have followers who are contended with their work design. the present finding agrees with Werang and Lane (2010) whose result revealed that (a) there was a significant relationship between principals' leadership and teachers' job performance at state senior high schools in Merauke regency, Papua; (b) there was a significant relationship between school organizational climate and teachers' job performance at state senior high schools in Merauke regency, Papua; and (c) the majority of principals in Merauke regency were often autocratic in the use of their office as the administrative head of the school.

Hypothesis two also revealed that democratic leadership style has a significantly predict job performance among administrative heads. Leaders who are democratically inclined tend to perform effectively. The present finding agrees with Haruni and Mafwimbo (2014) found that the democratic leadership style was the most dominant in the best performing primary schools. It is, therefore, suggested that there is much to be learnt from the democratic leadership style as a copying strategy in low-performing primary schools. Again, Kozaala (2012) finding showed that head teachers and principals in secondary schools in the Kamuli District used the autocratic leadership style while administering their schools; they use directive language when talking to teachers, they make personal decisions without consulting teachers and regards democratic leadership style, they do not delegate work or responsibility to teachers. Teachers felt left out of most pertinent issues pertaining to their schools; they were not motivated and felt rejected, thus having a negative impact on the job performance of the junior teachers.

Hypothesis three revealed that laissez fair leadership style has a significantly prediction on job performance among administrative heads. Leaders who play careless attitude to their subordinate tend not to perform effectively with their job. The result is in agreement with that of Anders, Ståle, Torbjørn and Merethe (2007) results support the assumption that laissez-faire leadership behavior is destructive leadership behavior and can leads to the lowest productivity among group members. However, it is important to realize that this leadership style can have both benefits and possible pitfalls. There are also certain settings and situations where a laissez-faire leadership style might be the most appropriate.

CONCLUSION

The introduction of modern technology in this era of globalization calls for a conscious approach in the management of schools. Secondary school is the target for moulding the child for tertiary education. This makes the principal who is regarded as the administrative heads of the secondary schools thus responsible. As such, they are responsible for the day-to-day running of the schools. The effectiveness of the principals in their job performance in secondary schools cannot therefore be over-emphasized. However, the general schools system has seen a general degradation both in facilities, academic performance, staff welfare and a host of others. Role performance of principals in secondary schools is essential and it is meant to enhance the performance of the schools. Therefore, appropriate execution of these roles; such as interpersonal relationship and proper record keeping, will enable teachers and students to be alive to their responsibilities and work conscientiously towards the achievement of educational objectives. The study is however limited to only administrators of secondary school as such the study cannot be generalized to administrators of tertiary institutions in Niger state.

RECOMMENDATIONS

The study made the following recommendations based on the findings which are presented below:

1. The principals should adopt democratic leadership that gives every individual ample opportunity in secondary schools, as these leadership styles will enhance staff job performance and goal achievement in the schools.
2. The principals should avoid the use of laissez faire and autocratic leadership, as it reducing seriousness on the part of subordinates and discourage staff motivation and efficiency in the schools.
3. The principles should delegate duties to staff in the organization. yjis will help to promote mutual trust and understanding should be the watch word of all staff in the school.

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