

**PRINCIPAL LEADERSHIP STYLE AND TEACHER EFFECTIVENESS IN
PUBLIC SECONDARY SCHOOLS IN IBADAN NORTH LOCAL
GOVERNMENT AREA OF OYO STATE, NIGERIA**

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Abstract

This study investigated principal leadership style and teacher effectiveness in public secondary schools in Ibadan North Local Government Area of Oyo State, Nigeria. A descriptive survey design was adopted for the study. Out of 1190 teachers that constituted the population for the study, a sample of 313 respondents was selected through multi-stage sampling procedure. Three hypotheses were tested. A questionnaire tagged "Leadership Style and Teacher Effectiveness" was used for data collection. The overall reliability coefficient of the instrument was found to be 0.83. Pearson Product Moment Correlation (PPMC) was the major statistical tool employed for data analysis. The findings revealed a significant relationship between autocratic leadership style and teacher effectiveness in public secondary schools in Ibadan North Local Government Area of Oyo State ($r=0.550$, $p<0.05$). It was also shown that democratic leadership style and teacher effectiveness in public secondary schools in Ibadan North Local Government Area of Oyo State were significantly related ($r=0.715$, $p<0.05$). However, it was discovered that there was no significant relationship between laissez-faire leadership style and teacher effectiveness in public secondary schools in Ibadan North Local Government Area of Oyo State ($r=0.443$, $p>0.05$). Based on the findings from the study, it was recommended that democratic style of leadership should be adopted by principals to improve their effectiveness. The principal should involve teachers in decisions that concern them like general working conditions, fringe benefits and staff development programmes as these add to the attractiveness of the organisation

climate and for good effectiveness. Also, autocratic style of leadership should be adopted when necessary.

Keywords: *Principal, Autocratic leadership style, Democratic leadership Style, Laissez faire, Teacher effectiveness, Oyo State*

Introduction

The success of a school system in achieving its goals and objectives depends on the effectiveness of its teachers. No matter how brilliant a school's objectives may be, its realisation becomes extremely difficult if effective teachers are not in place to pursue them. In other words, the role of teacher effectiveness in the attainment of educational goals and objectives cannot be underestimated. According to Okolocha and Onyeneke (2013), the ultimate realisation of Nigeria's educational objectives especially at the secondary school level depends mainly upon the effectiveness of the teachers. In the words of Ofeimu and Kolawole (2017), a school can only achieve its objectives through the use of the services of effective teachers who have all it takes to give quality instruction through interaction with students in the teaching-learning situation. Considering the foregoing, teacher effectiveness is of utmost importance.

Effective teachers have been, and will always be the pillars of any educational system in the world in general and Nigeria in particular. Oviawe (2016) described teacher effectiveness as the ability of the teacher to employ appropriate techniques and strategies to impart on the learners' knowledge, skills and competencies required for bringing about desired positive learning outcomes. Awotua-Efebo (2002), cited in Bongotons (2009), however, listed the characteristics of an effective teacher to include the following: devotion to his/her profession, very competent in his/her subjects, willing to add his/her knowledge, flexible and open-minded, facilitates learning in students, controls students in constructive activities, takes initiative and has generally well organised and presented lesson plan, active in the community, initiates parent contacts and cooperates with parents, faces reality in an objective way and inspires confidence. From the characteristics, it can be concluded that teacher's work effectiveness is measured by his students' academic performance in examinations, punctuality at school and class, commitment to work, giving extra lessons to students and

contribution to the progress of the school through participation in co-curricular activities such as sports, students' discipline and committee assignments as may be given by the principal (Staiger and Rockoff, 2010).

Judging from the above characteristics of who an effective teacher is, it appears that majority of teachers have low teaching effectiveness (Oviawe, 2016). They seem not to be effective and committed towards their teaching job considering the perceived poor quality products turned out from the institutions on yearly basis. They appear not ready to give all that it takes to bring out the best in their students (Adu, Akinloye and Adu, 2015). This has left parents, teachers, school administrators, and other stakeholders of the educational system worried because performance of students has implications for the attainment of educational objectives and national development.

The implication of this is the likelihood of production of inexperienced graduates which invariably may cause the affected students to engage in menial jobs, examination mercenaries, teenage pregnancy, high dropout rate and some other social vices, such as street begging, hooliganism, drug abuse, among others (Okeh and Emunemu, 2018). Students with low academic achievement as a result of teacher effectiveness may be more vulnerable to problems such as stress, hopelessness, delinquency, psychopathology, and substance abuse. Given this scenario, possible solutions must be sought as quickly as possible to arrest this unwanted situation, otherwise, the educational system in the state may experience breakdown which may jeopardize the future development of the nation. Hence, the need to examine factors that can enhance teacher effectiveness.

However, many factors have been found to associate with the effectiveness of a teacher and consequently his teaching (Imhanlahimi and Aguele, 2006) among which are teacher factor, parental factor, economic factor, societal factor, principal's leadership style and teacher commitment: but this study was limited to the principal's leadership styles as potent factors for teacher ineffectiveness.

Principal leadership styles are the patterns of behaviour used by educational leaders in attempting to influence group members and make decisions regarding the mission, strategy, and operations of group activities (Kiboss and Jemiryott, 2014). Leadership style is the way and manner in which a leader provides direction, implements

plans, and motivates people so as to attain organisational goals. Leadership style is the way a leader leads. This means therefore that the type of leadership style adopted could be a determinant of the success in any hierarchical organisation. Without an appropriate leadership style, organisational growth and development, (educational institutions inclusive) would suffer and the teachers may feel resentful, aggressive, unsecured and dissatisfied (Abiodun-Oyebanji, 2015).

Influence of leadership style upon teachers' effectiveness cannot be over emphasized (Shamaki, 2015). An effective teacher could be rendered ineffective if the principal leadership style is in conflict with the tasks or roles of the teacher (Shamaki, 2015). If the principal leadership style is appropriate, the way and manner the principal disciplines his/her staff, his/her human relations and feelings, his/her consideration to the members of staff, his/her inspiration to staff and his/her way of handling staff welfare and development (Shamaki, 2015) are likely to affect teacher effectiveness. Rollinson (2005) has noted that leadership styles can be classified according to the leaders' power and behaviour as autocratic, democratic, and laissez-faire, where styles are distinguished by the influence leaders have on subordinates.

Autocratic leadership style is one that could influence teacher effectiveness. The functions of autocratic leadership include unilateral decision-making, task assignment, and problem-solving while the roles of autocratic followers include adhering to the leader's instructions without question or comment. Authoritarian leadership is appropriate in settings with a constant stream of new employees, limited decision-making time or resources and the need for large-scale coordination with other groups and organisations (Aunga and Masare, 2017). A principal who adopts this style of leadership usually finds it difficult to have good relationship with his/her subordinates because s/he is in the habit of forcing them to do things (Ogunyinka and Adedoyin, 2013). Under this style, there is no freedom and sense of belonging of the staff because of the domineering control by the leader. In view of this, the staff may not likely perform up to expectation, and this may likely have an adverse effect on the students' academic performance. With respect to the relationship that exists between autocratic leadership style and job performance, the study conducted by Okoji (2016) revealed that there was a relationship between autocratic leadership style and teachers' job performance in selected rural communities of Ondo State,

Nigeria". Similarly, Mwangi (2013) investigated the effects of leadership styles on teachers' job performance and satisfaction in public secondary schools in Nakuru County, Ghana, and determined if the principals' leadership styles affected teachers' job performance. Among the key findings of the study was the fact that principals' autocratic leadership was significantly helpful in enforcing teachers to perform their duties.

Democratic leadership style is where the leader gives his or her subordinates opportunity to contribute during decision-making that affect their work lives. Such leader sought advice from other subordinates and tries to reach consensus within their teams. This, no doubt, will generate a sense of belonging and ownership in the staff in the pursuit of organisational goals, nurtures the generation of ideas and helps build trust and respect. Shamaki (2015) posited that principals can therefore encourage effective performance of their teachers by identifying their needs and trying to satisfy and meeting them. If teachers are guided on how to perform the delegated duties, they become efficient and effective in performing what has been given to them (Jay, 2014). By his assertion, he meant that delegation of duties makes teachers effective and efficient in their work. He further stated that principals who reward their teachers in terms of monetary, promotion and verbal appreciation for any duty delegated are democratic in nature. Such rewards motivate teachers, make them committed and hardworking thereby enhancing their performance. According to Ogunyinka and Adedoyin (2013), teachers tend to be more effective because the leader or principal carried them along in running affairs of the school. Kiboss and Jemiryott (2014) examined the relationship between leadership styles of principals and teachers' job satisfaction and effectiveness in Kenyan public secondary schools. The study found that principals' democratic leadership style, among others, has a great impact on the working atmosphere in a school and consequently, on teachers' job effectiveness.

Laissez faire leadership style is the kind of leadership where there is practically no rule in the organisation. It grants complete freedom to group or individual decision without the leaders' participation or direction. According to Ogunyinka and Adedoyin (2013), a principal who operates this style of leadership supplies materials and ideas and only participates whenever the need arises.

There are a few studies on the relationship between laissez-faire leadership style and teachers' job performance in Nigeria (Ejaigu, 2013). Ejaigu (2013), for instance, investigated the influence of administrator's leadership styles on business educators' job performance among tertiary institutions in Delta State, Nigeria. The findings revealed that administrators' laissez-faire leadership, among other leadership styles (democratic, autocratic and bureaucratic), influenced business educators' job performance.

Several studies have focused on the relationship that exists between principal leadership style and teacher job performance, but few studies have related leadership style and teacher effectiveness. It is against this background that this study finds out the influence of principal leadership styles on teacher effectiveness in secondary schools in Ibadan North Local Government Area of Oyo State, Nigeria.

Statement of the Problem

Evidence abound that the quality of education depends on the effectiveness of teachers as reflected in the overall development of their students. However, it has been observed that majority of teachers have low teaching effectiveness. They seem not to be effective and committed towards their teaching job. They seem not to be ready to give all that it takes to bring out the best in their students. The consequences of low teacher effectiveness include examination mercenaries, teenage pregnancy, high dropout rate and some other social vices, such as street begging, hooliganism, drug abuse and possible breakdown of the educational system which may jeopardise the future development of the nation. Consequent upon the implication of observed teacher ineffectiveness in public secondary schools, there is need to find out if it is not a reflection of the leadership style adopted by the principals in their respective schools. Therefore, the study investigated the influence of principal leadership style on teacher effectiveness in Ibadan North Local Government Area of Oyo State, Nigeria.

Hypotheses

- i. There is no significant relationship between autocratic leadership style and teacher effectiveness in secondary schools in Ibadan North Local Government Area of Oyo State.

- ii. There is no significant relationship between democratic leadership style and teacher effectiveness in secondary schools in Ibadan North Local Government Area of Oyo State.
- iii. There is no significant relationship between laissez-faire leadership style and teacher effectiveness in secondary schools in Ibadan North Local Government Area of Oyo State.

Methodology

The descriptive survey research design was adopted for this study. The population for this study consisted of all the 1190 senior secondary school teachers from all the 36 public senior secondary schools in Ibadan North Local Government Area of Oyo State. Multi-stage sampling procedure was used to select 313 teachers as the sample for the study. A self-developed structured questionnaire titled "Leadership Style and Teacher Effectiveness Questionnaire (LSTEQ)" was on the data for this study. The questionnaire had sections A, B, C, D and E. Section A of the questionnaire was used to collect demographic data of the teachers. Section B contained items on autocratic leadership style. Section C contained items on democratic leadership style. Section D contained items on laissez-faire leadership style while section E contained items on teacher effectiveness. The instrument was designed in line with the modified Likert scale type, and was rated as follows: SA - Strongly Agree (4), A - Agree (3), D - Disagree (2) and SD - Strongly Disagree (1). The instruments were subjected to face and content validity. The face validity was done by experts in test construction at the Institute of Education, University of Ibadan, Ibadan, Nigeria. A trial test was conducted on LSTEQ using 20 subjects outside the target population. The result was analysed using the Cronbach alpha statistics which yielded a reliability coefficient of 0.83 implying that the instrument was reliable. The instrument was administered with the assistance of two research assistants. The data collected through questionnaire were analyzed with both descriptive and inferential statistics. Pearson Product Moment Correlation (PPMC) was used to test the four hypotheses of the study at 0.05 level of significance.

Findings and Discussion

Hypothesis One: There is no significant relationship between autocratic leadership style and teacher effectiveness in public secondary schools in Ibadan North Local Government Area of Oyo State.

The result of the PPMC analysis is presented on table 1:

Table 1: Relationship between autocratic leadership style and teacher effectiveness

Variables	N	\bar{X}	SD	Df	r	P	Remarks
Autocratic style	310	33.814	5.447	310	.550	.000	Sig.
Teacher Effectiveness	310	45.715	8.103				

S – Significant at 0.05

The result on table 1 simply depicted that the relationship between autocratic leadership style and teacher effectiveness in public secondary schools in Ibadan North Local Government Area of Oyo State was significant at 0.05 level ($r=0.550$, $p<0.05$). Based on this result, the null hypothesis was thus rejected.

Hypothesis Two: There is no significant relationship between democratic leadership style and teacher effectiveness in public secondary schools in Ibadan North Local Government Area of Oyo State.

The result of the PPMC analysis is presented on table 2:

Table 2: Relationship between democratic leadership style and teacher effectiveness

Variables	N	\bar{X}	SD	Df	r	P	Remarks
Democratic style	310	38.706	6.598	310	.715	.000	Sig.
Teacher effectiveness	310	45.715	8.103				

S – Significant at 0.05

The result on table 2 revealed that there was a relationship between democratic leadership style and teacher effectiveness in public secondary schools in Ibadan North Local Government Area of Oyo State ($r=0.715$, $p<0.05$). Based on this result, the null hypothesis was thus rejected.

Hypothesis Three: There is no significant relationship between laissez-faire leadership style and teacher effectiveness in public secondary schools in Ibadan North Local Government Area of Oyo State.

The result of the PPMC analysis is presented on table 3:

Table 3: Relationship between laissez-faire leadership style and teacher effectiveness

Variables	N	\bar{X}	SD	Df	r	P	Remarks
Laissez-faire style	310	20.538	3.637	310	0.443	.073	Not Sig.
Teacher effectiveness	310	45.715	8.103				

S – Significant at 0.05

The result on table 3 showed that there was no significant relationship between the two variables (laissez-faire leadership style and teacher effectiveness). The correlation coefficient between principal laissez-faire leadership style and teacher effectiveness was ($r =0.443$, $p>0.05$). Therefore, it was concluded that there was no significant relationship between laissez-faire leadership style and teacher effectiveness in public secondary schools in Ibadan North Local Government Area of Oyo State; hence the null hypothesis was accepted.

Discussion of Findings

The result on table 1 showed that there was significant relationship between principal autocratic leadership style and teacher effectiveness in public secondary schools in Ibadan North Local Government Area of Oyo State. In line with this, Okoji (2016) revealed that there was a relationship between autocratic leadership style and teachers' job performance in selected rural communities of Ondo State, Nigeria". Similarly, Mwangi (2013) found that principals' autocratic leadership

style was significantly helpful in enforcing teachers to perform their duties.

The result on table 2 showed that there was significant relationship between principal democratic leadership style and teacher effectiveness in public secondary schools in Ibadan North Local Government Area of Oyo State. Similarly, Kiboss and Jemiryott (2014) examined the relationship between leadership styles of principals and teachers' job satisfaction and effectiveness in Kenyan public secondary schools. The study found that principals' democratic leadership style, among others, has a great impact on the working atmosphere in a school and, consequently, on teachers' job effectiveness.

The result on table 3 showed that there was no significant relationship between laissez-faire leadership style and teacher effectiveness in Ibadan North Local Government Area of Oyo State. Similarly, Ogunyinka and Adedoyin (2013) found in their study that laissez-faire is not significantly related to teacher effectiveness. Therefore, they concluded that a principal who operates this style of leadership supplies materials and ideas and only participates whenever the need arises. On the contrary, Ejaigu (2013) found that administrators' laissez-faire leadership, among other leadership styles (democratic, autocratic and bureaucratic), influenced business educators' job effectiveness.

Conclusion

Based on the findings of this study, it was obvious that principals' leadership styles (autocratic and democratic) are critical variables in teachers' effectiveness. In other words, teacher effectiveness could be a function of leadership style adopted by a principal. The significant relationship found in this study between the autocratic leadership style, democratic leadership style and teachers' effectiveness are positive and significant. This means that in some situations, people need to be coerced before they could improve their job effectiveness. In some other situations, involving teachers in decision making gives a sense of belongingness and therefore improve job effectiveness.

Recommendations

Based on the above conclusions, the following recommendations were made to improve teachers' effectiveness in public secondary schools in Ibadan North Local Government Area of Oyo State.

Democratic style of leadership should be adopted by principals to improve effectiveness. The principal should involve teachers in decisions that concern them like general working conditions, fringe benefits and staff development programmes as these add to the attractiveness of the organisational climate and for good effectiveness. Principals should organise regular meetings at least three times a term, writing notices and posting on the staff notice board, sending memos to teachers and using telephone calls. Principals should establish a pleasant teaching and learning climate in their schools.

Autocratic style of leadership should be adopted when necessary. For instance, there are always teachers in the schools who are inherently indolent and would avoid job if possible. Such teachers, if identified, should be threatened with punishment so as to improve their job performance. However, laissez-faire style of leadership should be avoided by principals of secondary schools because it does not bring about teacher effectiveness but it rather encourages teachers to show lackadaisical attitudes towards their jobs.

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