

Influence of Principal's Leadership Styles on Teachers' Job Performance in Public Secondary Schools

Sotonye Soye Asawo PhD* Mbafotu Ijeoma Jennifer**

Department of Educational Management, Ignatius Ajuru University of Education, Port Harcourt, Rivers State, Nigeria**

*sotonye.asawo@iaue.edu.ng

Abstract: In formal organizations, Leadership, whatever style employed brings a lot to the success or otherwise of the organization. This study was undertaken to determine the extent to which leadership styles of principals influences the job performance of teachers in public secondary schools in Obio Akpo local government area, Rivers State- Nigeria, with focus on Autocratic, Democratic and Transformational leadership styles. Three objectives, research questions and hypothesis were formulated to give direction to the study. The study adopted a descriptive research design. The population of this study consisted of 1,297 teachers in the twenty-one (21) public secondary schools in Obio/Akpor Local Government Area, Rivers State. A sample of 518 teachers representing 40% of the total population gotten through a stratified random sampling technique to get 259 male teachers and 259 female teachers. The instrument that was used for data collection was a self-constructed questionnaire titled 'Influence of Principal Leadership Styles on Teachers' Job Performance Questionnaire (IPLSTJPQ)'. The instrument was validated by experts and a reliability was ascertained with a coefficient of 0.75 index value. Mean and standard deviation (SD) was used in answering the research questions while the null hypothesis was tested using t-test. The analysed data, showed that the leadership styles studied positively influences teachers' job performance, and concluded that all the styles x-rayed in the study enhances teachers' job performance, in public secondary schools in Obio/Akpor Local Government Area, Rivers state, positively depending on the situation and context in which they are used. The study recommended among others that a school principal should assess the specific needs and dynamics of their schools to determine the most effective leadership style and continuous leadership training should be provided for school administrators to equip them with the skills to effectively implement various leadership styles.

Keywords: Influence, Principals' Leadership Styles, Teachers' Job Performance, Public Secondary Schools.

INTRODUCTION

The success or otherwise of formal organizations lies largely on the administrator's leadership approach, and the school organization is no exception. The secondary school as an organization cannot exist without the administrators (leaders) and teachers who perform all the expected school duties. For a successful teacher's performance in the school, there must be effective leadership with a corresponding style suitable for every situation.

Leadership is a social influence process in which the leader seeks the voluntary participation of subordinates in an effort to reach organization goals. Today's organizations need effective leaders who understand the complexities of the rapidly changing global environment. If the task is highly structured and the leader has good relationship with the employees, effectiveness will be high on the part of the employees. Leadership styles differ from one administrator to the other but it is all tailored to achieving a predetermined objectives. Normally, an administrator's leadership approach is seen in their behavior and how they interrelate with teachers, students, parents, and other school staff. If the administrator has an effective leadership approach, he or she can engender a positive climate in the school. A leader can be defined as a person who delegates or influences

others to act so as to carry out specified objectives. . Administrators or school head is commonly thought to be the school leader.

Teachers' job performance can be defined as the actions teachers perform in schools in order to achieve educational goals (Hwang, Bunmi & Omolayo, 2017). According to Ekpoh and Eze (2015), teachers' job performance involves all the activities carried out by the teacher to achieve the desired effects on students. It involves the extent to which the teacher participates in the overall running of the school in order to achieve the expected goals of the school. Teachers' job performance is measured by the frequency at which they carry out their daily functions towards the attainment of educational set goals.

School leaders in Rivers state have a lot to grapple with in ensuring a successful administration. It is the duty of the school administrator to identify and sustain the teachers' interest through the initiation of appropriate leadership approaches. Since the teacher's work under the leadership of the principal, the principal ought to provide the style of leadership that will influence the teachers' attitude to work.

Majority of school principals adopt several leadership approaches and bring their own individual charisma into their new roles. Some try to copy the administrative approach of their favourite former teachers or other professionals. But it must be recognized that administration is a skill, which must be learned. This is why it has become a necessity for every potential school leader to acquire some administrative training and not learn on the job as it is presently done.

It is in this regard that this study examined the influence of principal's leadership styles on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers State with focus on Autocratic, Democratic and Transformational leadership styles.

Leadership and Leadership Styles

Leadership is the life blood of any organization and its importance cannot be underestimated. It is a social influence where the leader seeks the voluntary participation of subordinates in an effort to reach organization goals (Bunmi, 2017). Northouse (2010) defines leadership as a process whereby an individual influences a group of individuals to achieve a common goal; it is an act where one influences others towards a given direction. Leadership is also the process where an individual directs, guides, and influences or controls the acts, feelings or behavior of another human being (Hayman, 2016). A leader can be defined as a person who delegates or influencing others to act so as to carry out specified objectives.

Leadership style is the pattern of behaviors engaged in by the leader when dealing with employees. Hence, principal leadership style is any approach or strategy that is concerned with orchestrating tasks to develop and sustain the activities of the educational institutions or organization. Strategic leaders clarify purpose, inspire individuals to pursue a shared vision, and ensure that goals and outcomes are attained (Afsar, 2017).

According to the Oladipo, Jamilah, Abduldaud, Jeffery and Salami (2013) the success or failure of organizations, nations and other social units has been largely credited to the nature of their leadership style. Furthermore, Kanyabi and Devi (2011) leadership style is a multi-dimensional construct that determines the success or failure of an organization. Leaders are the heart of the organization and to achieve short and long-term goals and objectives they have help team to develop shared understanding of organizations, mission, vision, and its activities, by giving clear and convincing organizational direction to their followers (Ojokuku, Odetayo, & Sajuyigbe, 2019). In an organization such as a school, the importance of leadership is reflected in every aspect of the school such as instructional practices, academic achievement, students' discipline, school climate, etc. Effective leaders make a difference in people's 'career and live; empower followers and educate them on how to do their activities by taking appropriate actions that can facilitate change.

The school principal is the linchpin for success in the educational environment and it is difficult to determine which leadership style or combination of approaches is most effective

in education (Adegbesen, 2015). Leadership styles and leadership theories vary, intersect and overlap. The manifestation of a particular leadership style and its effectiveness is often determined by the leadership qualities of the leader, the type of organization, and/or the goal of the organization (Ezeuwa, 2015).

Autocratic (Authoritarian) Leadership Style

The word authoritarian comes from the Greek language and derives from the word autocratic. 'Auto' means self and 'cratic' means rules. Autocratic leadership is a leadership style in which, leader makes all the decisions themselves and delegates the tasks without accepting any form of participation. An autocratic leadership style is one in where the leader tells the team members or the followers what to do, how to do it, and when to do it without any input from the followers. Gitman and McDaniel (2018) claim that autocratic leaders are directive leaders, allowing for very little input from subordinates.

Autocratic leadership also known as authoritarian leadership is a style of leadership in which the leader holds the power to make decisions without input from others (Mwangi, 2013). While input is not always necessary, this style can also use a small group of trusted advisors to help. Autocratic leadership often works in situations that require error-free outcomes or immediate decisions and situations with potential safety risks or time constraints (Ochugudu & Ayatse, 2013). In the view of Ogomokalam (2016), an authoritarian leadership style is exemplified when a leader dictates policies and procedures, decides what goals are to be achieved, and directs and controls all such activities without any meaningful participation by the subordinates. This follows that such a leader has full control of the team, leaving low autonomy within the group. Autocratic leadership refers to a system that gives full empowerment to the leader with minimal participation from the followers. Power and decision making reside in the autocratic leader. The autocratic leader directs group members on the way things should be done. The leader does not maintain clear channel of communication between himself or herself and the subordinates to participate in policy making (John, 2012).

Yukl (2012) found that autocratic leaders tend to have the following five characteristics: they do not consult members of the organization in the decision making process, the leaders set all policies, the leader predetermines the methods of work, the leader determines the duties of followers, and the leader specifies technical and performance evaluation standards. Since this style of leadership usually only involves one person deciding, it permits quick decision-making. Although the autocratic style is relatively unpopular, in certain circumstances it can be an effectively strange, especially when the leader is short on time and when followers are not productive. It presents with certain advantages and disadvantages, depending on the situation.

Democratic Leadership Style

Democratic leadership style is a type of leadership style where employees at all levels are encouraged to contribute ideas towards identifying and setting organizational goals, problem solving and other decisions that are needed and may affect them. In this leadership styles, the focus in on change, visionary leadership and enhancing individual and organizational outcomes. Members are given the chance to build up their leadership skills, participate in leadership and contribute to decision-making (Vigoda-Gadot, 2017).

Gitman and McDaniel (2018) are of the view that democratic leaders are leaders who solicit for input from all members of the group and then allow the members to make final decisions through a vote. They opine that democratic leaders act more like members of the team rather than its leader and that this hand on approach can win approval from the team. Rounds and Segner (2011) also state that democratic leaders consistently take input and advice from those whom they lead. Decentralization of authority, participatory planning and mutual communication are some of the main features of democratic leadership.

Oyetunyi (2016) supports that the major point of focus in a democratic setting is sharing whereby the manager shares decision-making with the subordinates. Even though

they invite contributions from the subordinates before making a decision, they also retain the final authority to make decisions. In the school setting, the school administrators may also seek discussions and agreement on issues with teachers before a decision is taken (consensus). The leader allows the subordinates to take a vote on an issue before a final decision is taken, thereby coaching subordinates and negotiating their demands (Dubrin, 2012). This type of leadership is viewed as an important aspect of empowerment, teamwork and collaboration. It has been observed that a school is more effective when those who are affected by the organization's decisions are fully involved in the decision-making process.

Transformational Leadership Style

The concept of transformational leadership was first proposed by James McGregor Burns in 1978. Transformational leadership style concentrates on the development of followers as well as their needs. Managers with transformational leadership style concentrate on the growth and development of value system of employees, their inspirational level and moralities with the preamble of their abilities (Ismail, Marks, & Printy, 2019). It entails moving people to a common vision by building trust and empowerment (Carlson, et al. 2016).

Transformational leadership style depends on high levels of communication from management to meet goals. Leaders motivate employees and enhance productivity and efficiency through communication and high visibility. This style of leadership requires the involvement of management to meet goals. Leaders focus on the big picture within an organization and delegate smaller tasks to the team to accomplish goals. Transformational leadership is a process in which leaders and followers increase their motivation and morality while inspiring organizational change through awareness and vision. Transformational leadership gets characterized in four different dimensions: idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Idealized influence involves charisma and gaining the followers trust in order to get followers to identify with them; inspirational motivation is the degree to which leaders articulate their vision to followers; intellectual stimulation is when leaders challenge the status quo and promulgate followers ideas; and individualized consideration is the degree to which leaders appeal to followers needs (Piccolo & Colquitt, 2016).

Teachers' Job Performance

Job performance is a generic term used to describe the work done on a particular task. Job performance can be defined as the work activities that contribute to an organisation's technical core. Teacher's job performance plays a crucial role in student's learning process. It is known to be related to teacher's effectiveness. Teachers as the main actors in the process of transfer of knowledge have the responsibility in shaping the abilities and mentality of their students (Woods, et al. 2013). To produce quality students, the work productivity of teachers can be used as a reflection of their performance, such as, can be seen from the results of student learning and their behavior whether or not in accordance with applicable norms (Zaccaro, 2007). In increasing the work productivity of these teachers, it is related to how their performance in completing each given obligation (Adegbesan, 2015). Performance is a picture of the level of achievement of implementing tasks in an organization, to realize the goals, objectives, mission, and vision of the organization.

According to Ekpoh, and Eze (2015), teachers' job performance involves all the activities carried out by the teacher to achieve the desired effects on students. It involves the extent to which the teacher participates in the overall running of the school in order to achieve the expected objective and goals of the school. Adepoju (2016) asserted that variables of job 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.

STATEMENT OF THE PROBLEM

The success of every public secondary school is directly proportional to the leadership approach of the school principal. Lack of effective leadership approach tends to affect the performance of the teachers which will affect the overall attainment of educational goals. In order for school administration to be effective, teachers are sometimes forced to make sacrifices rather than work with sincerity of purpose, lack of support and encouragement from school principals, and some school policies which does not motivate teacher's job performance. Also some principals seem to lack the leadership competences in terms of the leadership styles employed to manage the school effectively. Principals and teachers in public secondary schools in Obio-Apor local government area seem to be grappling with these issues. It is in the light of this backdrop that this study was carried out to evaluate principal's leadership styles with focus on autocratic leadership style, democratic leadership style and transformational leadership style, to ascertain its influence on teachers' job performance.

Objectives of the Study

The aim of the study was to examine Principal's leadership styles and their influences on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state. Specifically, the study tends to achieve the following objectives:

Examine the influence of principal's authoritarian leadership style on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state.

Examine the influence of principal's democratic leadership style on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state.

Examine the influence of principal's transformational leadership style on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state.

Research Questions

The following research question was raised to guide this study:

To what extent does principals' use of authoritarian leadership style influence teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state?

To what extent does principals' use of democratic leadership style influence teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state?

To what extent does principals' use of transformational leadership style influence teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state?

Hypotheses

The following null hypotheses was formulated and tested at 0.05 significance level:

H01: There is no significant difference between male and female principal's authoritarian leadership style on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state.

H02: There is no significant difference between male and female principal's democratic leadership style on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state.

H03: There is no significant difference between male and female principal's transformational leadership style on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state.

METHODOLOGY

The study adopted a descriptive research design. The population of this study consisted of 1,297 teachers in the twenty-one (21) public secondary schools in Obio/Akpor Local Government Area, Rivers State. A sample was 518 teachers representing 40% of the total population. The stratified random sampling technique was used to get 259 male teachers and 259 female teachers. Proportionate stratified random sampling technique was used to get 12 male and 12 female teachers from each of the schools. The instrument for data collection was a self-structured questionnaire titled 'Influence of Principal Leadership

Styles on Teachers' Job Performance Questionnaire (IPLSTJPQ)". The instrument was divided into two sections: A and B. Section A elicited demographic data of the respondents, while section B addressed the issues relating to the study variables. The instrument was structured using the modified 4-point Likert rating scale of Very High Extent (VHE)- 4points, High Extent (HE) - 3points, Low Extent (LE) - 2points, Very Low Extent (VLE) - 1 point. Mean and standard deviation (SD) was used in answering the research questions while the null hypothesis was tested using t-test.

RESULTS

Research Question 1: To what extent does principals' use of authoritarian leadership style influence teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state?

Table 1: Mean responses and standard deviation on the extent principals' use of authoritarian leadership style influence teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state.

SN	Items	\bar{x}	Std Dev	Remark
1	Authoritarian leaders provide clear direction and set explicit expectations for teachers	3.45	0.47	HE
2	Authoritarian leadership often results in quick decision-making processes which can lead to efficient implementation of policies	3.10	0.56	HE
3	Authoritarian leaders enforce discipline and maintain order within the school environment	3.30	0.58	HE
4	Principals using authoritarian leadership style typically emphasize accountability and closely monitor teachers' performance	2.79	0.90	HE
5	Authoritarian leaders often maintain centralized control over resources such as funding, staffing decisions, and educational materials	3.21	0.46	HE
Grand mean		3.29	0.59	HE

Source: Survey Data 2024

Table 1 above shows the mean responses and standard deviation on the extent principals' use of authoritarian leadership style influence teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state. The table showed that to a high extent authoritarian leaders provide clear direction and set explicit expectations for teachers; Authoritarian leadership often results in quick decision-making processes which can lead to efficient implementation of policies; Authoritarian leaders enforce discipline and maintain order within the school environment; Principals using authoritarian leadership style typically emphasize accountability and closely monitor teachers' performance and service delivery; and Authoritarian leaders often maintain centralized control over resources such as funding, staffing decisions, and educational materials as seen on items 1, 2, 3, 4 and 5 having weighted mean values of 3.45, 3.10, 3.30, 2.79 and 3.21 respectively which are above the criterion mean of 2.50. Furthermore, it was revealed that all the items in the table were above the criterion mean of 2.50. So therefore the grand mean of 3.29, is above the criterion mean of 2.50; therefore, the answer to research question one is that to a high extent principals' use of authoritarian leadership style influence teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state.

Research Question 2: To what extent does principals' use of democratic leadership style influence teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state?

Table 2: Mean responses and standard deviation on the extent principals' use of democratic leadership style influence teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state.

SN	Items	\bar{x}	Std Dev	Remark
6	Teachers under democratic leadership often experience higher job satisfaction due to feeling valued and respected	3.43	0.85	HE
7	Democratic leaders encourage collaborative problem-solving among teachers and administrators	3.28	0.85	HE
8	Democratic leaders support teachers' professional growth by providing opportunities for training, workshops, and career advancement	3.98	0.80	VHE
9	Principals practicing democratic leadership style prioritize open and transparent communication with teachers	3.97	0.86	VHE
10	Democratic leaders build trust among teachers by fostering a culture of transparency, fairness, and accountability which encourages teachers to take ownership of their work and responsibilities	3.43	0.82	HE
Grand mean		3.61	0.83	HE

Source: Survey Data 2024

Table 2 above shows the mean responses and standard deviation on the extent principals' use of democratic leadership style influence teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state. The table showed that to a high extent teachers under democratic leadership often experience higher job satisfaction due to feeling valued and respected; Democratic leaders encourage collaborative problem-solving among teachers and administrators; Democratic leaders support teachers' professional growth by providing opportunities for training, workshops, and career advancement; Principals practicing democratic leadership style prioritize open and transparent communication with teachers; and Democratic leaders build trust among teachers by fostering a culture of transparency, fairness, and accountability which encourages teachers to take ownership of their work and responsibilities as seen on items 6, 7, 8, 9, and 10 having weighted mean values of 3.43, 3.28, 3.98, 3.97 and 3.43. Furthermore, it was revealed that all the items in the table were above the criterion mean of 2.50. So therefore the grand mean of 3.61 is above the criterion mean of 2.50; therefore, the answer to research question two is that to a high extent principals' use of democratic leadership style influences teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state.

Research Question 3: To what extent principals' use of transformational leadership style influence teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state?

Table 3: Mean responses and standard deviation on the extent principals' use of transformational leadership style influence teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state.

S/N	Items	\bar{x}	Std Dev	Remark
11	Principals who employ transformational leadership foster an environment that encourages creativity and critical thinking	3.07	0.35	HE

12	Transformational leaders provide individualized support and mentoring to teachers, recognizing their strengths and development needs	3.39	0.50	HE
13	Principals practicing transformational leadership empower teachers by involving them in decision-making processes and giving them autonomy in their classrooms	3.55	0.50	VHE
14	Transformational leaders prioritize building trust and fostering collaborative relationships among staff members	2.81	0.55	HE
15	Transformational leaders articulate a clear vision for the school's future and inspire teachers to work towards common goals	3.30	0.54	HE
Grand mean		3.22	0.48	HE

Source: Survey Data 2024

Table 3 above shows the mean responses and standard deviation on the extent principals' use of transformational leadership style influence teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state. The table showed that to a high extent Principals who employ transformational leadership foster an environment that encourages creativity and critical thinking; transformational leaders provide individualized support and mentoring to teachers, recognizing their strengths and development needs; Principals practicing transformational leadership empower teachers by involving them in decision-making processes and giving them autonomy in their classrooms; transformational leaders prioritize building trust and fostering collaborative relationships among staff members; and Transformational leaders articulate a clear vision for the school's future and inspire teachers to work towards common goals. Furthermore, it was revealed that all the items in the table were above the criterion mean of 2.50 as seen on items 11, 12, 17, 13, 14 and 15 having weighted mean values of 3.07, 3.39, 3.55, 2.84 and 3.30. Furthermore, it was revealed that all the items in the table were above the criterion mean of 2.50. therefore, the grand mean of 3.22 is above the criterion mean of 2.50; therefore, the answer to research question three is that to a high extent principals' use of transformational leadership style influences teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state.

Test of Hypotheses

Ho1: There is no significant difference between the mean ratings of male and female teachers' and principals on authoritarian leadership style on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state.

Table 4: Summary of t-test analysis of mean ratings of male and female teachers' and principals on the extent authoritarian leadership style on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state.

Group	N	Mean	SD	Df	t-cal	p-value	Decision
Male	270	2.78	0.55	628	1.92	0.04*	Rejected
Female	360	2.72	0.37				
	630						

*Significant; $p < 0.05$

The result in Table 4 above shows that there is a statistically significant difference in the mean ratings of male and female teachers and principals on the extent authoritarian leadership style on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state ($t\text{-cal} = 1.17$, $df = 628$, $p < 0.05$) as the $p\text{-value} = 0.04$ is less than 0.05. Thus, the null hypothesis of no significant difference in the mean ratings of male and female teachers and principals on the extent authoritarian leadership style on

teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state is rejected.

Ho2: There is no significant difference between the mean ratings of male and female teachers and principals' democratic leadership style on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state.

Table 5: Summary of t-test analysis of mean ratings of male and female teachers and principals' on the extent democratic leadership style on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state.

Group	N	Mean	SD	Df	t-cal	p-value	Decision
Male	270	3.27	0.34	628	4.33	0.00*	Rejected
Female	360	3.16	0.35				
	630						

*Significant; $p < 0.05$

The result in Table 5 above shows that there is a statistically significant difference in the mean ratings of male and female teachers and principals' on the extent democratic leadership style on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state ($t\text{-cal} = 4.33$, $df = 628$, $p < 0.05$) as the $p\text{-value} = 0.00$ is less than 0.05. Thus, the null hypothesis of no significant difference in the mean ratings of male and female teachers and principals' on the extent democratic leadership style on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state is rejected.

Ho3: There is no significant difference between the mean ratings of male and female teachers' and principals' transformational leadership style on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state.

Table 6: Summary of t-test analysis of mean ratings of male and female teachers' and principals on the extent transformational leadership style on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state

Group	N	Mean	SD	Df	t-cal	p-value	Decision
Male	270	2.98	0.33	628	2.65	0.01*	Rejected
Female	360	3.60	0.56				
	630						

*Significant; $p < 0.05$

The result in Table 6 above shows that there is a statistically significant difference in the mean ratings of male and female teachers and principals' on the extent transformational leadership style on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state ($t\text{-cal} = 2.65$, $df = 1947$, $p < 0.05$) as the $p\text{-value} = 0.01$ is less than 0.05. Thus, the null hypothesis of no significant difference in the mean ratings of male and female teachers and principals on the extent principals' transformational leadership style on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state.

DISCUSSIONS OF FINDINGS

Extent Principals' Use of Authoritarian Leadership Style Influences Teachers' Job Performance in Public Secondary Schools in Obio/Akpor Local Government Area, Rivers State

The findings showed that to a high extent principals' use of authoritarian leadership style influences teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state. It was further revealed that there was a significant difference in the mean ratings of male and female teacher and principals on the extent principals' use of authoritarian leadership style influence teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state. The findings are in agreement with Ogunyemi (2020) that authoritarian leadership can foster a disciplined work environment where teachers are more likely to comply with school policies and regulations.

The findings suggest that the authoritarian approach, characterized by a top-down management style where principals exert significant control over teachers, has several implications for the work environment and teaching practices. This compliance may result in more consistent teaching practices and improved student outcomes. Authoritarian leaders typically establish clear guidelines and expectations for teachers. This structure helps create a disciplined environment where teachers understand what is required of them, leading to a more organized approach to their work. When teachers know the rules and procedures, they are more likely to adhere to them, resulting in consistent teaching practices.

Also, according to Nwankwo (2019), principals who adopt an authoritarian leadership style are characterized by their ability to set clear expectations and provide direct instructions to teachers, which fosters a structured educational environment. This clarity in leadership helps teachers understand precisely what is expected of them regarding their responsibilities, curriculum delivery, and classroom management. When teachers have a well-defined understanding of their roles, they can focus their efforts more effectively, leading to increased efficiency in lesson planning and implementation. Consequently, this enhanced role clarity can significantly improve teachers' job performance, as they are more likely to meet or exceed the established standards and objectives set forth by the principal, ultimately contributing to better student outcomes and a more productive school environment.

Extent Principal's Democratic Leadership Style Influences Teachers' Job Performance in Public Secondary Schools in Obio/Akpor Local Government Area, Rivers State

The findings in this regard showed that to a high extent principal's democratic leadership style on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state. It was further revealed that there was a significant difference in the mean ratings of male and female teacher on the extent principal's democratic leadership style on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state. Democratic leaders support teachers' professional growth by providing opportunities for training, workshops, and career advancement. The study agrees with that of Leithwood, Seashore, Anderson, and Wahlstrom (2010) that democratic leader involve teachers, students, parents, and other stakeholders in the decision-making process regarding school policies, curriculum development, and other important matters. This inclusivity fosters a sense of ownership and commitment among all stakeholders.

This finding is supported by Eze (2023) who stated that principals who adopt a democratic leadership style prioritize the needs of students by actively involving teachers in discussions regarding instructional strategies and curricular improvements, fostering a collaborative environment that values input from all stakeholders. The emphasis on collaboration not only empowers teachers to contribute their insights and experiences but also ensures that teaching practices are more closely aligned with the specific needs and learning styles of students. When teachers are engaged in the decision-making process, they are more likely to implement innovative and effective instructional methods that resonate with their students, ultimately leading to enhanced educational outcomes. This participatory approach not only improves student learning but also boosts teachers' job performance, as they feel a greater sense of ownership and responsibility for their work, thereby motivating them to invest more effort and creativity into their teaching.

This finding is in harmony with the works of Musa and Nwankwo (2019), who posits that principals who adopt a democratic leadership style actively engage teachers in the decision-making process, creating an inclusive environment where educators feel their voices and contributions are valued. This engagement fosters a sense of ownership and accountability among teachers, as they are not merely following directives but are active participants in shaping school policies and practices. Such involvement instills intrinsic motivation, as teachers recognize that their input directly influences the educational environment and student success. When teachers feel invested in the outcomes of their

work, they are more likely to take initiative, innovate in their teaching methods, and strive for excellence, ultimately leading to improved job performance. This collaborative dynamic not only enhances individual teacher efficacy but also contributes to a positive school culture that supports continuous improvement and high educational standards.

Extent Principal's Transformational Leadership Style Influences Teachers' Job Performance in Public Secondary Schools in Obio/Akpor Local Government Area, Rivers State

The findings in this regard showed that to a high extent principal's transformational leadership style on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state. It was further revealed that there was a significant difference in the mean ratings of male and female teachers and principals on the extent principal's transformational leadership style on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state. The finding is in agreement with Hoy and Sweetland (2001) who postulated that transformational leadership fosters a positive school culture characterized by trust, collaboration, and support. Studies have shown that transformational leaders positively impact teacher morale and job satisfaction, leading to higher levels of engagement and commitment. Transformational leaders are adept at leading school improvement efforts by setting a clear vision, mobilizing stakeholders, and implementing evidence-based practices.

According to Musa and Nwankwo (2019), transformational leaders actively seek input from teachers and create platforms for dialogue, allowing educators to express their ideas and concerns. This inclusivity fosters a sense of belonging and respect among teachers, making them feel valued within the school community. When teachers are part of the decision-making process and see their contributions recognized, they are more motivated to excel in their teaching roles. This enhanced motivation, combined with the skills and support gained through transformational leadership, ultimately leads to improved job performance, resulting in better educational outcomes for students in public secondary schools in Obio/Akpor Local Government Area.

CONCLUSION

The findings of the study examined principals' leadership styles and their influences on teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state. The study found out that principal's authoritarian leadership style, democratic leadership style, and transformational leadership style influences teachers' job performance in public secondary schools in Obio/Akpor Local Government Area, Rivers state. Based on the findings of the study, the study concluded that all the styles x-rayed in the study enhances teachers' job performance, in public secondary schools in Obio/Akpor Local Government Area, Rivers state, positively depending on the situation and context in which they are used.

RECOMMENDATIONS

Based on the findings of this study, the following recommendations are made:

School administrators should adopt transformational leadership practices that inspire and motivate teachers by setting a clear vision and encouraging innovation. Transformational leaders can enhance job performance by fostering a positive work environment, providing opportunities for professional development, and recognizing teachers' achievements. There should be regular holding of academic conferences to avail staff the opportunity to get exposed to lots of knowledge and effective skills that will enhance quality education.

Democratic leadership should be encouraged to involve teachers in decision-making processes, fostering a sense of ownership and collaboration.

School leaders should assess the specific needs and dynamics of their schools to determine the most effective leadership style.

Continuous leadership training should be provided for school administrators to equip them with the skills to effectively implement various leadership styles.

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