



School Type and Leadership Pattern of Principals as Predictors of Science Teachers' Job Performance in Rivers State Nigeria

Pepple Tamunosisi Furo^{1*} and Stanley Ndimele²

¹*Department of Chemistry, Ignatius Ajuru University of Education, Rumuolumeni, Port Harcourt, Nigeria.*

²*Institute of Education, University of Ibadan, Ibadan, Nigeria.*

Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

This study, investigated the effect of school type (public and private) and leadership pattern of principal on teachers' job performance in Rivers State Nigeria. The design for the study was survey. The target population for this study comprises of all the Senior Secondary School Three (SS 3) students and their teachers in public and private Schools in Rivers State Nigeria. Simple random sampling technique was used to select 370 'respondents (60 teachers and 310 students) and, stratified random sampling was used to select twelve (12) secondary schools. Data were collected using Students' Perception of Teachers' Job Performance Questionnaire (SPTJPQ) and Teachers' Perception of School Type and Principals' Leadership Style Questionnaire (TPSTPLSQ) with 0.74 and 0.92 reliability coefficients respectively using Cronbach Alpha statistic. Three research questions guided the study, and Pearson Product Moment Correlation and Multiple Regressions were the statistical tools used for data analysis with the aid of Statistical Package for Social Science (SPSS) version 20. This study showed relationships among and between variables in terms of their direction and strength. All the variables considered in this study have relationships with the criterion

*Corresponding author: E-mail: tammyfuro@yahoo.com;

variable at varying strengths. While the school type ($r = -.008$ $p > 0.05$), autocratic leadership style ($r = -.112$ $p < 0.05$) and laissez faire leadership style ($r = -.008$ $p > 0.05$) are negatively correlated; only the autocratic leadership style had significant relationship with the criterion. The study therefore, concluded that all the variables of the study are correlated at varying strength and different direction.

Keywords: School type; leadership pattern; principals; predictors; science teachers; job performance.

1. INTRODUCTION

The School is a veritable social institution that provides educational services and tools through which every other institutions can be managed and developed. The school produces the manpower which assumes leadership and management positions at various levels of government, business, and drive the overall growth and development of the society. Ndimele [1] viewed school as an organized place where people (students or pupils) go to learn and acquire relevant skills, knowledge, values in order to be useful or functional members of the modern society. According to the Wikipedia [2], the school is an institution designed for the teaching of students (or pupils) under the direction of teachers. Amanchukwu (2005) claims that a school is a social ground for effective teaching and learning. According to Ezekiel-Hart and Adiele [3], school is a place or an institution that is primarily established for the purpose of education. They added that the aim of the school is to develop a person's abilities and talents following some prescribed rules, regulation and curriculum. It is for this purpose that neither the school nor education can be separated from each other. The term "education" has been defined by Osokoya [4] cited in Ebong and Ezekiel-Hart (2006), as the process by which an individual is led into the discovery of his/her inner abilities, capabilities and potentials and how to utilize these for self development and civilization. Education is a key factor in sustainable development. This singular statement indicates that when human beings have received adequate education, it will improve their well-being in terms of economic and social factors (Amanchukwu, 2005). The school provides quality education for the people under the direction and guidance of set of professional teachers who equip the students with the necessary knowledge, skills, attitude that will help them to be useful in the society. Pepple (2006) described a professional teacher as the person who interprets aims and objective of education, impact knowledge, and ready to teach and teach well. There is no educational system that can succeed without good, quality and up-to-date teachers. But

looking at the present Nigerian educational sector, one can agree with me that the rate at which some teachers perform their job especially in the senior secondary school is not quite interesting. Some of the teachers see the job as a part time job thus attends it with lackadaisical attitude which is unethical to the teaching profession. Be it as it may, the secondary school, through the teachers serves as guidance counselor, career counselor, character builder, role model to the students hence prepares them to be relevant, self-reliant and contribute positively to the nation building even without attending higher institution(s). Secondary school also equips students for the university education as well as other institutions of higher learning. According to the Federal Republic of Nigeria through its National Policy on Education (2004), the broad goals of secondary education shall be to prepare the individual for:

- a. useful living within the society; and
- b. higher education.

Ezekiel-Hart and Adiele [3] noted that the policy framework for secondary education in Nigeria provides that secondary education is to prepare students to leave school with the necessary skills for useful living within the society and to prepare them to continue with higher education. This is corroborated by Oparaku [5] when he observed that secondary education have become a flash point in the Nigerian Educational System. Secondary education is the education children receive after primary education and before the tertiary stage (NPE, 2004). The first variable of importance in this study is school type. School type is seen as one of the major factors that influences teachers' job performance. In the context of this study, school type is defined in terms of school ownership. It refers to the school owned by the government and private individuals. It is generally classified as public and private schools. Gbadeyan [6] supported this when he stated that school type could be classified as private and public, single sex, that is (boys only and girls only) and co-educational schools. However, Osokoya and Nwazota [4] reviews that in Nigeria, there are two categories

of school, same sex (single-sex) and co-educational (mixed) schools.

It is interesting to note that leadership in any organization or institution like school, church, family etc is usually instituted in order to encourage proper co-ordination, organization, management, record-keeping and accountability of human and material resources of the institution in line with its stated goal(s). Mullins [7] defined leadership as a process through which one person influence the behavior or actions of other people. Adegbesan [8] defined leadership in an organization as a motivator whereby one person who is the head motivates others towards the achievement of specific goals of the organizations. He further states that leadership is concerned with human experience and energy in an organized group and the concept is also of prime importance to administrators because people partake in all organizations administration. When leaders are ineffective, their influence does not contribute to goal attainment instead it will hinder it. This is to say that, leadership qualities can either marl or make the organization.

Irikana and Orisa [9] sees leadership as a process of influencing others in making decisions, setting goals and achieving goals, and keeping the group voluntarily together. Leadership, as one of the important tasks of management, comprises the science and art of influencing people in order to achieve objectives [10]. In secondary school setting, the leadership mantle is usually vested upon the principal to be assisted by the vice principal(s). The principal is the administrative and academic head. He controls, organizes, co-ordinates and manages the human (teachers and students) and material resources within the school. He adopts style that will ensure optimum teachers job performance and create sound relationship between the teachers, and the students depending on the type of school situation. The success of any school to achieve its stated goals or objectives depends on the ability of the chief administrator, otherwise known as the principal and his leadership style [8]. In order to effectively perform the leadership duties of the principal, the principal shall be a professionally trained teacher. In addition, he must be familiar with different leadership styles in which he will adopt the particular one or two as demanded by the school climate in line with acceptable global practices. Leadership pattern in this context refers to an adopted way, manner, mode or

method of leading and co-coordinating the activities of followers. According to Mehrab, Homayun and Sarda (2013), leadership or management style determines the atmosphere, culture and strategies dominating the organization. Leadership styles of the principals manifest themselves in the social climate of the school, which in turn is-determine by the co-interaction of the teachers and students, perception of the relationships existing between the school head, staff, and students [11]. There are four basic leadership styles which the school principles normally adopt in playing their leadership and administrative roles in the school. They are autocratic, Laissez-faire, democratic and transformational leadership styles. The autocratic leadership style is the leadership style that has to do with the application of force to make a change or enforce obedience on the followers. An autocratic school principal or head teacher does not provide a level play ground for his/her teachers to participate in decision making. Pirkhaefi [12] opines that leadership style of the principals shows how they relate with their employees. The view or opinion of an autocratic leader supersedes every other view in the group or organization at all times. The Principals' Autocratic Leadership Style is characterized by lack of trust on teachers, use of force on teachers, seeing power/ position as ultimate, given little or no attention to teachers' opinions, being strict with the teachers, very authoritative in speech and actions etc. Kasule [13] who carried out a study on the effects of leadership styles on teacher productivity in private secondary schools in Wakiso District in Kampala found that autocratic leaders usually emphasize 'authority' as a means of having work done. Teachers' job performance is the extent or way by which the teachers carry out their jobs. Teachers' job performance in a given school may be high, average or low and it is dependent on a lot of factors which cut across school type, principals' leadership style, teachers' age, gender, teachers' experience and exposure, teachers' qualification, teachers' pedagogical skills, type of job, principal-teacher relationship, teacher-student relationship, class size, teachers' welfare package and motivation, workshop and in-service training, instructional materials, school environment, etc. This is corroborated by Adeniji [14] cited in Nathaniel [15] when he asserted that, the performance of a person on a job is considered a function of two different variables, which include the abilities or skills of the individual to perform the job and his motivation to use this abilities or skills in the actual

performance of the job. The work of Adeyemi [16] on principal's leadership styles and science teacher-job's performance in senior secondary schools in Ondo state indicates that science teacher-job's performance is better in schools with principals using autocratic leadership style than in schools with principals using democratic or laissez-faire; leadership style. He also reveals that the democratic leadership style is the most commonly used leadership style among the principals of senior secondary schools in Nigeria, and the next style used by principals after the above mentioned style was laissez-faire leadership style.

2. RESEARCH DESIGN

A descriptive research design was adopted.

2.1 Population

The target population for this study comprises of all the Senior Secondary School Three (SS 3) students and their teachers in public and private schools in Rivers State.

2.2 Sample and Sampling Technique

The researcher used a sample of 370 participants (60 teachers and 310 students) as the sample for the study which was selected from twelve (12) senior secondary schools from three (3) Local Government Areas in Rivers State Nigeria.

2.3 Instrumentation

Two research instruments were used for data collection which are; Students' Perception of Teachers' Job Performance Questionnaire (SPTJPQ) and Teachers' Perception of School Type and Principals' Pattern of Leadership Questionnaire (TPSTPPLQ). The formats of these instruments were designed by the researcher. While Students' Perception of Teachers' Job Performance Questionnaire (SPTJPQ) provided information on how teachers' perform their jobs with a total of 20 items, School Type and Principals' Pattern of Leadership Questionnaire (TPSTPPLQ) elicited information on the impact of school type and principals' leadership style on teachers' job performance with a total of 24 items. The two instruments have two sections each namely: section A and B, and their response pattern was based on a four Likert scale of Strongly Agree (SA) with 4 points, Agree (A) with 3 points, Disagree (D) with 2 points and Strongly Disagree (SD) with 1 point. The questionnaire was answered by the

students. The instruments were given to experts to determine their face and content validity whereas the reliability coefficient of 0.74 and 0.92 respectively were obtained for the instruments using Cronbach Alpha statistics.

2.4 Administration of the Instruments

The Students' Perception of Teachers' Job Performance Questionnaire (SPTJPQ) was administered to the senior secondary school three (SS 3) students whereas the Teachers' Perception of School Type and Principals' Pattern of Leadership Questionnaire (TPSTPPLQ) was given to the teachers. The two instruments were administered and retrieved with the help of two research assistants who were trained prior to the time of administration of the instrument.

2.5 Method of Data Analysis

The researcher analyzed the data collected using Pearson Product Moment Correlation and Multiple Regression Analysis at 0.5 level of significance level with the aid of Statistical Package for Social Science (SPSS) version 20.

2.6.1 Research question one

What types of relationship exist (a) among the predictors (School type, Democratic Style of Leadership, Autocratic Style of Leadership, Transformational Style of Leadership and Laissez-Faire Leadership Style) and (b) between each of the predictors and the criterion?

Table 1 showed the results of the correlation among and between the predictors and the criterion. Democratic leadership style ($r = .099$ $p < 0.05_{(0.040)}$) as well as transformational leadership style ($r = .121$ $p < 0.05_{(0.017)}$) has positive significant but low correlation with teachers' Job performance. This implies that there was a positive relation among democratic style of leadership, transformational style of leadership and teachers' job performance. This also means that the frequency in the application of these two leadership (democratic and transformational) styles in administration will bring about a positive change in teachers' job performance and vice versa. On the other hand, Autocratic leadership style had a negative low correlation but significant with teacher's job performance ($r = -.112$ $p < 0.05_{(0.025)}$). This implies that there was a significant but opposite relationship between autocratic leadership style and teachers' job performance. This indicated that, the frequency of the application of this style

will bring about a negative change in teachers' job performance and vice versa. However, school type ($r = -.008$ $p > 0.05$ _(0.444)) and laissez-faire leadership style ($r = -.008$ $p > 0.05$ _(0.226)) were not significantly correlated with teachers' job performance.

2.6.2 Research question two

Does the obtained regression equation resulting from the set of five-predictor variables allow reliable prediction of Teachers' Job Performance?

Table 2 shows that there was a positive multiple correlation among the five predictors, which are (School type, Democratic leadership style, Autocratic leadership style, Transformational leadership style and Laissez-faire leadership

pattern) and Teachers' Job performance, which is the dependent variable ($R=0.215$). This implies that the factors are quite relevant towards the determination of the dependent variable. The R square value of 0.046 revealed that the five factors accounted for 4.6% of the total variance in the dependent variable. The remaining 95.4% could be due to factors and residuals in the model that are not considered in this study. Also, the model was found to be statistically significant ($F_{(5,304)} = 2.946$, $p < 0.05$).

2.6.3 Research question three

Which of the five-predictor variables are most influential in predicting Teachers' Job Performance and are there any predictor variables that do not contribute significantly to the prediction model?

Table 1. Correlation matrix among and between predictors and criterion variable

	TJP	ST	DLS	ALS	TLS	LLS
TJP	1.000	1.000				
ST	-.008	1.000				
DLS	.099*	-.564*	1.000			
ALS	-.112*	-.199*	.649*	1.000		
TLS	.121*	.052*	.092*	.198*	1.000	
LLS	-.036	-.329	.530	.256*	-.300*	1.000

* = Significant at alpha level of 0.05; Note: TJP = Teachers' Job-Performance; ST = School Type; DLS - Democratic Leadership Style; ALS - Autocratic Leadership Style; TLS = Transformational Leadership Style; LLS = Laissez-Faire Leadership Style

Table 2. Model summary and ANOVA

R	0.215				
R Square	0.046				
Adj. R Square	0.031				
Std. Error of the Estimate	7.867				
Model	Sum of squares	Df	Mean square	F	Sig.
Regression	911.631	5	182326	2.946	.013
Residual	18814.966	304	61.891		
Total	19726.597	309			

Table 3. Relative predictions of the predictor variables on teachers' job performance

Model		Unstandardized coefficients		Standardized coefficients		Sig.
		B	Std. Error	Beta	t	
1	(Constant)	55.711	6,798		8.196	.000
	ST	-1.557	1.127	-.098	-1381	.168
	DLS	.519	308	-.171	-1.685	.093
	ALS	-.298	.277	-.083	-1.073	.284
	TLS	.701	.233	.188	3.004	.003*
	LLS	.281	.203	.101	1382	.168

* = Significant at alpha level of 0.05; Note: TJP ~ Teachers' Job Performance; ST = School Type; DLS - Democratic Leadership Style; ALS - Autocratic Leadership Style; TLS - Transformational Leadership Style; LLS = Laissez-Faire Leadership Style

Table 3 shows the individual variable's contribution to the prediction model on Teachers' Job Performance. The table indicates that only one out of the five predictors was found to significantly predict Teachers' Job Performance. The variable Transformational Leadership Style, $\beta = 0.188$, $t(304) = 3.004$, $p < 0.05_{(0.003)}$, contribute significantly to the prediction model. The result also showed that School type, $p = -0.098$, $t(304) = -1.381$, $p > 0.05_{(0.168)}$ and Democratic leadership style, $p = 0.171$, $t(304) = 1.685$, $p > 0.05_{(0.093)}$, Autocratic leadership style $\beta = -0.083$, $t(304) = -1.073$, $p > 0.05_{(0.284)}$ and Laissez-faire leadership style $p = 0.101$, $t(304) = 1.382$, $p > 0.05_{(0.168)}$ do not contribute significantly to the prediction model.

3. SUMMARY OF FINDINGS

This study which sought to investigate the effect of school type (public and private) and principals' leadership pattern (autocratic, democratic, laissez-faire and transformational) on sincere teachers' job performance in Rivers State made use of 60 teachers and 310 students selected from twelve (12) senior secondary schools from three (3) Local Government Areas in Rivers State. Using correlation matrix and multiple regression analysis, the study found out that;

- All the variables considered in this study have relationships with the criterion variable at varying strengths
- There was a strong positive and significant correlations between democratic leadership and autocratic leadership styles
- There is a very negative and significant relationship between transformational and laissez-faire leadership styles
- Transformational leadership style had positive and significant correlation with variables in the model except the case of an acute significant but negative correlation that is observed with laissez-faire leadership styles.
- Only Democratic leadership style ($r = .099$ $p < 0.05_{(0.040)}$) > autocratic leadership style ($r = -.112$ $p < 0.05_{(0.025)}$) and transformational leadership style ($r = .121$ $p < 0.05_{(0.017)}$) had significant but low correlation with teachers' Job performance. Nonetheless, the correlation with autocratic leadership style was negative.
- In all, the correlation matrix produced eleven correlations that was significant.

4. IMPLICATION OF FINDINGS

The findings of this study indicate that;

- Autocracy is required in some situations regardless of the type of leadership a principal is attributed with, but principals have to exercise a minimal amount of autocratic leadership to keep school environment friendly and teachers effective.
- The direction and strength of autocratic leadership style in the model must be kept at bay.
- Transformational leadership style is mostly required to improve teachers' job performance
- The high positive correlations between democratic and autocratic leadership styles suggests that there is no true democracy but rather a pseudo-democracy
- The strong positive relations between democratic and autocratic leadership needs be entangled
- School type goes a long way in dictating the leadership style that would be operational and this affects teacher job performance.

5. CONCLUSION

This research had shown that the five predictors, which are (School type, Democratic leadership style, Autocratic leadership style, Transformational leadership style and Laissez-faire leadership style), jointly and significantly predicts on Teachers' Job performance, which is the dependent variable. However, only transformational leadership style had relative prediction on teachers' job performance. All the variables of the study are correlated at varying strength and different direction, transformational leadership style seem to be a variable of key interest and importance in school leadership.

6. LIMITATION TO THE RESEARCH

The limitations of this study are highlighted below;

1. The fact that principal leadership style and teachers job performance was judged from responses given by students and teachers was a major limitation,
2. The use of questionnaire in measuring teachers' job performance creates a

- problem of introducing inaccurate result. The data would have been supplemented using direct observation techniques in order to give valid and more generalisable report.
3. The uncooperative attitudes of some principal and teachers in releasing in responding to the questionnaire were also a limitation to the study.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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