

PRINCIPALS' LEADERSHIP STYLES AND SECONDARY SCHOOL TEACHER'S EFFECTIVENESS IN ABUJA MUNICIPAL AREA COUNCIL.

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ABSTRACT

This paper explores into the relationships between principal's styles and teacher's effectiveness in their teaching tasks. The variables of leadership style examined included; promotion of staff development, involvement of teachers in decision making and implantation, effective communication flow and delegation of duties. Four research questions were asked while two research instruments were used for the study. The instruments are; the Principal's Leadership Style Questionnaires (PLSQ) and the Teacher's Effectiveness Questionnaires (TEQ).

The study population consisted of 55 public senior secondary schools which gave a total of 55 principals. There were 2,600 teachers in these schools. A sample size of 25 principals was obtained while 125 teachers of the 2,600 were equally obtained for the study and this gave a total of 150 respondents.

The data generated using both instruments were answered using mean and percentage statistics. The results/findings showed that principals promoted staff development, teachers participation in decision-making and implementation, created clear channels of communication flow and delegated duties to teachers.

Teachers performed their duties reasonably well by being prompt in class, attending to lessons, marking of attendance registers for students and took part in co-curricular activities.

The leadership styles of principals impacted on the performances of teachers in the sample schools.

Recommendations were included for the sustenance of higher productivity while calling for improvement for effective teaching and meaningful learning in secondary schools.

INTRODUCTION

Leadership style is a key element in the attainment of organizational objectives. This pervades all forms of human organization and congregation. Therefore, the school system is no exception as educational aims and objectives are achieved in an atmosphere of sound and purposeful leadership styles. Educational aims and objectives

are most achievable when teaching is effective. Thus, teaching can be effective where teachers are adequately motivated. Motivation arises or is guaranteed through a deliberate leadership style in the school system.

Maichibi (2002) stated that different leadership styles of principals in today's secondary schools in Nigeria is believed to have significant effects on the behaviour and commitment of teachers to work. Leadership styles which are often adopted and used by school principals have positive and negative effects on teachers' effectiveness, depending on the type (s).

Ghiselli (1971) stated that a number of researchers have focused on the behaviour of leaders on the strength that ability to lead and willingness to follow are based on leadership styles.

Poor school performance and lack of reasonable school efficiency can be adduced to low teachers' morale. Low morale among teachers can be a function of inadequate teaching facilities, lack of proper welfare, poor communication, teachers' exclusion in decision-making and lack of delegation of duties caused by principal's poor leadership styles. Thus, if satisfaction and efficiency are to be achieved in our schools, school leaders need to be made aware of the fact that they are expected to adopt leadership styles or patterns that will guarantee satisfaction and inspiration of teachers to be committed to work and for general efficiency in our secondary schools.

1.2 Statement of the Problem

Complex relationships between principal's leadership styles and teachers' commitment to duty are important factors for the efficiencies of schools. In the present day Nigeria, research results have confirmed a rather declining trend in school academic performances occasioned by teachers' low productivity. Administrative leadership styles of school principals have often been queried as responsible for low school standards. This study thus, attempts to verify the link with principal's leadership styles and teachers' effectiveness.

1.3 Purpose of the Study

The general purpose of this study is to empirically examine the relationships between principal's leadership styles and teachers' school effectiveness.

The specific objectives are to determine the relationship between principal's leadership styles and teachers' effectiveness as they relate to:

- 1.3.1 Staff development.
- 1.3.2 Staff involvement in decision-making and implementation process.
- 1.3.3 Free flow of communication.
- 1.3.4 Delegation of duties.

1.4 Research Questions

The following research questions were asked:

- 1.4.1 To what extent does the promotion of staff development determine teaching effectiveness among school teachers?
- 1.4.2 To what extent does the involvement of teachers in decision-making school teachers' effectiveness?
- 1.4.3 To what extent does communication flow within the school system determine teaching effectiveness among school teachers?
- 1.4.4 To what extent does delegation of duties by school principals determine the teaching effectiveness of school teachers?

Methods and Procedures

The study adopted the survey research design as its road-map. From a population of 55 public secondary schools, a sample size of 25 was drawn. Thus, 25 school principals were used as respondents. Equally, of the 2,600 school teachers in the 55 schools, 125 sample size was drawn as respondents. In the Abuja Municipal Area Council (AMAC), there are 14 major districts and these districts were considered as clusters for the purpose of sampling. 11 districts are areas of high population densities while 3 are areas of low population densities. To obtain the samples, 2 schools each were drawn from the 11 districts to give 22 schools while 1 each was drawn from the 3 low density districts to give 3 schools. The total number of schools from the 14 districts was 25. Twenty-Five (25) schools principals were drawn from the 25 schools. From each of the 25 schools, were drawn 5 school teachers using the simple random sampling technique. The total teacher respondent was 125. Thus, both principals and teachers population stood at 150.

Two types of instruments were used for the purpose of data collection. They are the Principal's Leadership Styles Questionnaire (PLSQ) and the Teachers Effectiveness Questionnaire (TEQ). Using both instruments, the face to face method was adopted for data collection.

The instruments were validated by specialists in English language, test and measurement as well as in administration and planning. Observations and corrections arising from the various assessments were addressed.

PRESENTATION OF FINDINGS/RESULTS AND DISCUSSION

✓The research questions have been answered as follows: -

Research Question 1:

To what extent does the promotion of staff development determine teaching effectiveness among school teachers?

Table 1: A Table of Percentage Showing the Relationship Between Promotion of Staff Development and Teaching Effectiveness Among School Teachers.

Category of Respondents	Population	Principal's Styles Promoted Staff Dev.	Leadership Did not Promote staff	Summary of the performance of teachers recorded from the No. of lessons taught (April-July 2008)
Principals	25	24 (96%)	1 (4%)	Maths (135 out of 180) 75%
Teachers	125	66 (52.8%)	59 (47.2%)	English (160 out of 180) 88.8%
Total	150	90 (60%)	60 (40%)	Biology (72 out of 108) 66.6%

In table 1, out of the 150 respondents population comprising both principals and teachers, 90 (60%) agreed that the promotion of staff development as a leadership style prevailed in their schools, 60 (40%) of the population reported otherwise.

In the same table 1, out of the 180 periods of lessons for the term (April – July 2008) an average of 135 periods were taught for mathematics, 160 out of 180 were taught for English language and 72 out of 108 for Biology were taught. By the 75%, 88.8% and 66.6% performance of teachers respectively in the three examined subjects, the teachers were effective in their teaching duties. Their levels of effectiveness may have been related to the positive leadership style of the principals which promoted staff development in terms of short and long term training. By this, teachers acquired relevant and current knowledge in their areas of discipline. They could have been eager to impart this new knowledge to their students by attending to their lessons. No wonder, Udoh (2003) stated that one of the steps to be taken to retain high teacher performance in school is staff development. Thus, Stugdrill (1958) asserted that leadership is a process of influencing the activities of an organized group positively in the task of goal setting and attainment.

Research Question 2: To what extent does the involvement of teachers in decision-making and implementation determine school teachers effectiveness?

Table 2: A Table of Percentage Showing the Relationship Between the Involvement of Teachers in Decision-Making and Implementation and their Effectiveness

Category of Respondents	Population	Principal's Styles Involved teachers	Leadership Did not involve teachers	Summary of the performance of teachers recorded from the No. of lessons taught (April-July 2008)
Principals	25	20 (80%)	5 (20%)	Maths (135 out of 180) 75%

Teachers	125	67 (53.6%)	58 (46.4.2%)	English (160 out of 180) 88.8%
Principals	150	87 (58%)	63 (42%)	Biology (72 out of 108) 66.6%

In table 2, 20 (80%) of the 25 principals responded that they involved their teachers in decision-making and implementation strategies while 5 (20%) responded otherwise. 67 (53.6%) teachers agreed with the principals while 58 (46.4%) did not. The difference in response between the two groups of principals is 15 (60%) while that of the teachers is 9 (7.2%). Though the total number of teachers who responded that they were involved in decision-making is higher than those who responded otherwise, the position of those who disagreed should be recognized and attended to. This shows that the principal's leadership style in terms of the involvement of teachers' for this study population is not overwhelmingly positive. The principal's responses were rather protective of their positions. Had the principals involved the staff significantly in decision-making and implementation strategies, it is possible that their performances scale could have been higher than what was recorded. Udoh (2003) thus, suggested that principals should allow genuine participation of staff in decision-making and implementation strategies and especially in matters that affect them directly.

Research Question 3: To what extent does communication flow within the school system determine teaching effectiveness among school teachers?

Table 3: *A Table of Percentage Showing the Relationship Between Communication Flow within the School System and Teaching Effectiveness*

Category of Respondents	Population	Principal's Styles Promoted Promote Com. Flow	Leadership Did not Com. Flow	Summary of the performance of teachers recorded from the No. of lessons taught (April-July 2008)
Principals	25	21 (84%)	4 (16%)	Maths (135 out of 180) 75%
Teachers	125	71 (56.8%)	54 (43.2%)	English (160 out of 180) 88.8%
	150	91 (60.6%)	58 (38.6%)	Biology (72 out of 108) 66.6%

In table 3, out of the 25 principals, 21 (84%) responded that they opened proper channels of communication flow for their staff members while 4 (16%) of the 25 principals agreed that they did not adequately promote free flow of communication channels within their schools. 71 (56.8%) of the teachers agreed with the 21 principals that communication flow was adequate between them and the principals while 54 (43.2%) responded otherwise. In spite of these developments that 54 teachers disagreed with the 21 principals, teachers generally in the samples schools performed their teaching tasks creditably. However, considering the total number of 58 (38.6%) population who felt that

channels of communication flow were not adequate, it is pertinent that principals in these schools ought to step-up in their communication networking with teachers in order to further motivate them for higher productivity. Conflicts usually emerge due to poor communication between management and staff in an organization. The school system cannot be an exception where conflicts due to ineffective communication flow can hamper efforts geared at effective teaching and meaningful learning.

Research Questions 4: To what extent does delegation of duties by school principals determine teaching effectiveness of school teachers?

Table 4: *A Table of Percentage Showing the Relationship Between Delegation of Duties by School Principals and Teaching Effectiveness of School Teachers.*

Category of Respondents	Population	Principal's Styles Promoted Promote Delegation of Duties	Leadership Did not Delegation of Duties	Summary of the performance of teachers recorded from the No. of lessons taught (April-July 2008)
Principals	25	22 (88%)	3 (12%)	Maths (135 out of 180) 75%
Teachers	125	99 (79.2%)	26 (20.8%)	English (160 out of 180) 88.8%
Total	150	121 (80.6%)	29 (19.3%)	Biology (72 out of 108) 66.6%

In table 4, the results show that 121 (80.6%) of both principals and teachers responded to the effect that principals delegated certain duties to their teachers while 29 (19.5%) responded otherwise. This shows an overwhelming positive response in terms of the principal's leadership styles. This probably justified the high performance of teachers in their teaching duties. This condition can be further improved upon to attract higher productivity from teachers. Adesina (1981) emphasized that leadership connotes the ability to get things done with the assistance and cooperation of other people within the institution or organization.

Thus, leadership functions are decentralized and delegated. The leader stands to co-ordinate and organizes the various components of the system and in this case the principal is in the centre of the matter.

RECOMMENDATIONS

From the findings of this study, the following recommendations are made for the improvement of teaching and learning in schools:

- Since leadership style is the underlying need structure of the individual that determines his behaviour in an organization, school principals ought to deploy positive leadership styles in order to motivate their teachers to perform their teaching and other related tasks effectively.

- School principals should embrace and use the principle of human relations, cooperation and meaningful interaction with teachers through which the school goals can be achieved.
- School principals should endeavour to consult their teachers while decisions are taken. This can create warm relationship and teachers will take responsibilities for decisions taken while productivity can generally be high.
- The school system ought to experience efficient channels of communication flow. This can help reduce or stem down the tides of conflicts in the school. Teachers who receive correct information on major issues concerning the day to day running of the school usually will carry out their duties of teaching effectively even when the information is detrimental to them but honestly presented to them.

CONCLUSION

The Nigerian school principal occupies a rather unique position in the educational system. Successes in teaching and learning are majorly depended on his styles of leadership. His main tasks today include, interpreting policies, executing instructional programmes, selecting, inducting and retaining the school personnel.

The school principal is therefore considered to be a leader, counselor, guide, psychologist and a teacher of teachers.

Thus, effective teaching and meaningful learning responsibilities rest on his shoulders. How effective these are, depend on his leadership styles and the strategies he uses for achieving school educational goals.

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