A Survey of Principals' Leadership Styles Associated with Teachers' Job Performance in Public and Missionary Schools in Enugu State Nigeria

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Authors' contributions

This work was carried out by author NNI in collaboration with author MNO. Author NNI designed the study, wrote the protocol and supervised the work. Author MNO did the field survey/work while author NNI performed the statistical analysis. Author MNO wrote the first draft of the manuscript while author NNI did the corrections and final manuscript. Lastly, both authors read and approved the final manuscript.

Original Research Article

ABSTRACT

In Nigeria there is a rapid and increasing awareness in various sectors and fields especially educational institutions such as universities, colleges, secondary schools e.t.c. on the impact of effective leadership styles. In this country, secondary schools administrators are called principals. Leadership in any organisation especially secondary schools implies the action and interaction with persons and things with a view to attaining a specific objective. It is a process through which persons or groups intentionally influence others in the attainment of personal or group goals. The objectives of this study seek to investigate or to identify the most commonly used leadership styles

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by principals in public and mission schools and to determine the level of teachers' job performance where these leadership styles are applied. The survey research method hinged upon descriptive research was adopted. The instruments for data collection were structured questionnaire and interviews. The Yamane's (1964) statistical formula was utilized for sample size determination. A total of 285 copies of the questionnaire were administered to principals, teachers and supportive staff of the selected secondary schools using simple random sampling technique. Result of the research reveals that autocratic, participative and paternalistic leadership styles were commonly practiced by the principals. It is recommended therefore that principals should administer their schools by applying a mix of the leadership styles contingently. This is because there is no single global best leadership style known yet.

1. INTRODUCTION

The issue of leadership style is considered a major and basic concern for all organizations and institutions in various countries. Different countries around the world have been attempting to highlight and stress the concept of effective leadership styles in various ways in their daily organisational activities, programs and performance. In Nigeria, there is a rapid and increasing awareness in various sectors and fields including the educational institutions such as universities, colleges, secondary schools e.t.c. on the impart of effective leadership styles. In this country secondary schools administrators are called principals. They are seen to be responsible for three 'Ps' in the schools system - the people, the programme and the plant. Principals function as managers and instructional leaders [1]. They have the primary responsibility of accomplishing the nation's aims and objectives of Secondary Education as stipulated in the National Policy on Education (NPE). In doing this, they play a number of important roles among which is providing effective leadership in secondary schools aimed at enhancing better job performance of teachers and in essence promoting students' academic achievements in schools.

The role of a principal in relation to school administration is a topic that has been subjected to close investigation. In this case quality leadership styles performed by a principal are considered as the most important tool for achieving and determining the excellence and success of a school performance especially pertaining to students' performance in curricula and co-curricula activities. The principal has always been looked upon as a leader. Complex organizations such as schools need principals with leadership characteristics to play an active role in steering the organisation towards excellence. According to Beare, Brian and Millikan [2], outstanding leadership has invariably emerged as key characteristics of outstanding schools. There is no doubt that those seeking quality in education must ensure its presence and the development of potential leaders must be given high priority [3].

In contemporary affairs, governments or companies that prosper are said to enjoy good leadership whereas in those that fail the leaders are to blame and are held accountable [4]. Getting the job done and well require good leadership and management of available resources [5].

Leadership in any organization especially secondary schools implies the action and interaction with persons and things with a view to attaining a specific objective. This is the ability, to plan, control direct and coordinate the activities of school involving both human and material resources for the achievement of school goals. It is a process through which persons or groups intentionally influence others in the attainment of group goals. This concept can be enlarged to involve not only the willingness to work but also the willingness to work with zeal and confidence. As Adeyemi and Bolarinwa [6] remark, it is the functional behaviour of a leader in relation with subordinates to facilitate the accomplishment of group goals. These views are however contrary to the arguments made by Akerele [7] who defines leadership as a projected feeling from one individual (the leader) towards goal setting and goal achievement. The impact of this discourse on leadership points to the fact that any meaningful and sustainable definition of leadership must contain certain elements such as group to be led which must have a set of laid down objectives and a conscious effort to

influence the behaviour of such groups. At the same time, there must be a willingness of subordinates to carry out the action of the leader.

The recent handover of some public school to their missionary owners by the Enugu State government between the year 2000 and 2010 had generated mixed reactions: The missionary owners (the church) were of the view that they would use their leadership styles to impact on teacher job performance and students' academic achievement. On the side of public schools managers critics were of the view that government wanted to create jobs for the missionary and empower their cohorts. There is need therefore to compare the leadership styles of principals in both public and missionary secondary schools in Enugu South Local Government Council to ascertain which type of leadership style has the capacity to impart on teacher job performance which in turn improves the quality of students academic achievements in national and international examinations respectively.

1.1 Statement of the Problem

Education is a fundamental human right enshrined in all major United Nations and International Charters. Consequently there is need for all stakeholders to insist that it must be provided in the most effective and efficient manner. This is because education has been found to play a major role in social, political, economic and cultural perspectives of advanced and developing countries around the world. It becomes imperative therefore to find out how education could be achieved in the most efficient manner. Like any other organisation, the success and failure of the school is very much associated with the quality of its leadership. The dwindling job performance of teachers and its negative impact on the low performance of students in senior secondary schools certificate examinations in core subjects such as English and Mathematics and sciences have been a major concern and nightmare to stakeholders in education sector. Many reasons may have been adduced for this dismal performance. Amongst these was the observed style of leadership used by school principals. Many scholars, educational researchers and commentators in the school system indicate that the style of leadership of principals could impart on teachers' job performance with its concomitant effect on performance of students in senior secondary school certificate examinations. This is because

outstanding leadership has been implicated as a key characteristic of outstanding schools [3]. The importance of this study would impart on the ability of school leaders and managers alike in the quality of educational delievery by enhancing teacher job performance such as in curriculum development, instructional techniques, participative decision making among all cadres of staff, lesson delievery, etc in this part of the world.

The implications of the above scenario pose a serious threat to both the educational sector and the nation. To the educational sector, a low literate youth population could heighten youth restiveness, cultism, gangsterism, armed banditry, kidnapping, insurgency e.t.c. to mention but a few. On the side of the nation, an ill-equipped youth population could become unemployable and find it very difficult to compete in today's globalized economy. Again the nation would not be able to meet and realize the United Nations' Millennium Developments Goals (MDGs) on education and poverty reduction by the year 2015. Furthermore even the present government efforts to reposition the country among the top twenty economies by the year 2020 would be a mirage as adequate manpower needed for such a quantum leap would not be available. Against this backdrop, this paper compares the leadership styles of principals in both public and missionary owned secondary schools respectively and its effects on teacher job performance in Enugu South Local Government Area of Enugu State Nigeria.

1.2 Objectives of the Study

The objectives this study seeks to investigate are as follows:

a. To identify the most commonly used leadership style by principals in public and missionary secondary schools in Enugu South Local Government Area of Enugu State.
b. To determine the level of job performance among teachers in these schools where the most commonly used leadership style is practiced.

1.3 Research Questions

a. What is the most commonly leadership styles by principals in public and missionary secondary schools in Enugu South Local Government Area?

b. What is the level of teachers' job performance in secondary schools where the most commonly used leadership style is applied?

1.4 Research Hypotheses

The following hypotheses were formulated to guide the study.

a. There is no significant difference amongst the various types of leadership styles used by principals, in public and missionary secondary schools.
b. There is no significant relationship between principals' leadership styles and the level of teachers' job performance in public and missionary secondary schools.

2. THEORETICAL FRAMEWORK AND REVIEW OF RELATED LITERATURE

Leadership is a broad concept that has been described and defined variously by philosophers, scholars, researchers and even laymen. It is as old as man and his interactions in the universe which involves both simple and complex situations. Leadership is the process of influencing the activities of a group of people by a leader in efforts towards goal achievement [8]. It involves a force that initiates action in people and the leader [9]. It could be described as the ability to get things done with the assistance and co-operation of other people within the school system [10].

Performance has been defined or described in various ways by scholars. It is seen as an act of accomplishing or executing a given task [1] and the ability to combine skillfully the desired or expected behaviour towards the achievement of organizational goals and objectives [11]. Job performance therefore is the way and manner in which a staff in an organization performs the duties assigned to him or expected of him in order to realize the organization's goals and objectives. In the school system, a teacher's job performance could be described as the duties performed by a teacher at any given time in the school geared towards achieving both the schools daily and classroom objectives and the entire set goals and objectives of education.

2.1 Review of Theoretical Framework

Certain theories of leadership have been identified by researchers [12]. These include the Trait Theory, Situational Theory, Contingency Theory, Behavioural Theory and Path Goal Theory.

The Trait Theory tends to emphasize the personality traits of the leader such as appearance, height, initiative, aggressiveness, enthusiasm, self-confidence, drive, persistence, interpersonal skills and administrative ability. The Situational Theory stipulates that leaders are the product of given situations. Thus, leadership is strongly affected by the situation from which the leader emerges and in which he operates. The contingency theory is a combination of the Trait Theory and the Situational Theory. The theory implies that leadership is a process in which the ability of a leader to exercise influence depends upon the group task situation and the degree to which the leader's personality fit the group [13].

The behavioural theory could either be job-centered or employee-centered. The job-centered leaders practiced close supervision while employee-centered leaders practiced general supervision. The path goal theory is based on the theory of motivation. In this theory the behaviour of the leader is acceptable to the subordinates only if they continue to see the leader as a source of satisfaction [14].

In view of the foregoing, leadership style could be described in various ways. It refers to the underlying needs of the leader that motivate his behaviour [15,16]. It is the manifestation of the dominant pattern of behaviour of a leader [11]. It is also a process through which a person or group influences others in the attainment of group goals [17,18].

As such, Ibukun, [19] argues that the main task of the principal is to create a conducive atmosphere for the teachers to be able to achieve desired changes in students. Supporting this argument Ijaiya [20] remarks that teachers in Nigeria express a desire for more participation in decision-making. The way the principal relates with his or her staff could contribute immensely to their effectiveness or otherwise.

2.2 Leadership Behaviours in Organisations

Researchers have identified certain leadership behaviours used in organizations (Adewole and Olaniyi, [21]; Nias, [22]). These are the nomothetic, idiographic and transactional leadership behaviours. The Nomothetic

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Leadership behaviour is the characteristic of a leader who follows the rules and regulations of an organization to the letter. Everything is by bureaucracy, that is, by official protocol. Hence, subordinates are expected to conform completely to bureaucratic processes. The leader perceives his office as a centre of authority and applied the same bureaucratic rules and procedures to all subordinates. This leadership behaviour is commonly used by autocratic leaders [8,23]).

The idiographic leadership behaviour focuses on individual needs rather than organizational needs. The leader expects subordinates to work things out for themselves. Hence, organizational demands are minimized. Authority is delegated while the relationship to others is in line with individual's personal needs (Evan, 1998).

The transactional leadership behaviour is an hybrid between the nomothetic and idiographic leadership behaviours. It is situation-oriented. However, unlike the idiographic leadership behaviour, which emphasizes individual's needs, the transactional leadership behaviour recognizes the importance of institutional roles and expectations. The leader assumes that pursuing institutional goals could result in the fulfillment of individual personality drives. Transactional leadership allows for the practices of good human relationship [24,25]).

2.3 Typology of Leadership Styles

There are various approaches to carrying out leadership functions of motivating, integrating organization and personnel interests in pursuit of goals or objectives. Leadership styles are variously classified. According to Likert [26] classification, there are exploitative and benevolent, autocratic, consultative and participative. [27] has autocratic, paternalistic, participative (supportive) and laissez fair leadership.

2.3.1 Autocratic leadership

This is at one end of the leadership continuum. Here the decision making process is localized solely in the domain of the leader. He assigns tasks, provides facilities and direction without consultation with the individual carrying out the work. This style of leadership employs either positive or negative inclination. If the approach used to stimulate and influence others is grounded on fear and force, the style is labeled coercive. A coercive leader commands and expects compliance. He is dogmatic and leads by his or her ability to give or withhold rewards and punishment.

This was the leadership style in Nigeria before the new concepts of management by objectives (MBO) and the open appraisal system introduced by the Udoji commission. The realm of autocratic leaders was more pronounced during the democratic aberrations of 1984, 1985, 1993 and 1998 [28].

An autocratic leader can implement his decisions through benevolence. The benevolent leader uses positive techniques such as praise "a pat on the back", tact and diplomacy to get the desired results. The manipulative autocratic leader tends to allow the subordinates to participate in the decision-making process, nevertheless, he "pulls the string". He has a subtle way of making the decision himself while creating an impression of participation by the subordinates.

History is filled with evidences that leadership by force cannot endure. The downfall and disappearance of dictators and monarchs is significant. It means that people will not follow forced leadership indefinitely. Napoleon, Hitler, Idi Amin, SaniAbacha, Saddam Hussein were examples of leadership by force. Their leadership passed and collapsed. A quotation in "Management in Nigeria" states that an executive who chooses to use a leadership style that merely orders or dictates may have employees that are less committed. Effectiveness of autocratic leadership is often short lived. Generally, autocratic leadership would seem to go with nations at a low stage of economic and social development where lower level needs of physiological needs and social satisfaction still dominate [29].

2.3.2 Paternalistic leadership

This style of leadership stresses a paternal or fatherly influence in the relationship between the leader and the group and is manifested by a watchful care for the comfort and welfare of the followers. It aims to protect and guide. In some instances the approach is too sentimental. Paternalism yields successful organizational performance, however not on a continuous basis because that success depends upon the continuation of the leader's paternalistic services. People who criticize this style say that it is deficient in providing the necessary element of continuity in performance. The question here is;

why should the leader stop his paternalistic services and responsibilities and still expects the same standard of performance from subordinates? A classical example of this style in management history is the reported Japanese paternalistic system. Paternalistic system of leadership is culture based [27].

2.3.3 Participative leadership

This is also known as Democratic Leadership. It is a participative leadership style and is nearly as old as mankind. However its practice in administration and mangment is relatively new at least in this part of the world. It was Likert [26] in his system 3 of management series that brought this skill to the fore to managers and administrators. Here the leader discusses with the subordinates before he issues general or broad orders from which subordinates feel free to act on.

The leader suggests possible actions with his recommendations but awaits the reaction of the group before putting them into effect. At times participative leaderships look like a manipulative approach because behind the open discussions, the leader pulls the strings. Such a leader discusses a problem with the subordinates, get their ideas and suggestions to problem, with pros and cons of each possibility and then, after a full discussion, he only decides what action to take. This style is similar to what goes on in the so called joint consultation in the organized private sector. In situations where participative leadership is honestly experimented, it is a systematic mental and emotional involvement of the followers to make contribution to goals and to assume their share of the responsibilities for achieving goals.

It should be borne in mind that participative leadership does not mean that the subordinates decide what is done or what is not because the ultimate responsibility for the decision still rests with the leader. The buck stops on his Table. It is the decision making process that is shared among the group members. Weber [30], has outlined some of the benefits of participative leadership. The participative leader motivates people to contribute and encourages them to accept responsibility [31]. On the other hand, participative leadership will afford the leader to recognize the subordinates/followers' power and expertise which he can solicit and combine with his own to reach a joint and perhaps better decision.

2.3.4 Laissez-faire leadership

Here the leader tends to pass the responsibility for decision making to the group. The leader gives little or no direction and allows group members a great deal of freedom. The inherent weakness of this type is that decision making tends to be slow and there can be great deal of buck-passing. As a result, the task may not be carried out creating conditions that may become somewhat chaotic. This style can only be practiced among scientists carrying out laboratory researches. It does not provide effective leadership in the long run [32].

2.4 Empirical Studies Reviewed

2.4.1 Leadership styles and teachers job performance

The senior secondary school education in Nigeria runs for a period of three years both in the erstwhile 6-3-3-4 structure and the present 9-3-4 Universal Basic Education (UBE) programme. It is for those students who have successfully completed education programme and aspiring to proceed to the universities. It is therefore not surprising that there is pressure mounted on effective leadership among school administrators in all states of the federation. From the hues and cries all over the country on poor academic performance of students, non-commitments of teachers to their duties, truancy of supportive staff, difficulty of many principals in effectively administering their schools [33], people are beginning to query the leadership capabilities of principals. It could be that the principals' leadership styles are responsible for the job performance of the secondary schools teachers?

Performance has been defined or described in various ways by scholars. It is seen as an act of accomplishing or executing a given task and the ability to combine skillfully the desired or expected behaviours towards the achievement of organizational goals and objectives [11]. Job performance therefore, is the way and manner in which a staff in an organization performs the duties assigned to him or expected of him in order to realize the organization's goals and objectives. In the school system, a teacher's job performance could be described as the duties performed by a teacher at any given time in the school geared towards achieving both the daily school and classroom objectives and the entire set goals and objectives of education. It could be

determined by the employee's behavior under different situations and/or by his level of participation in the day-to-day running of the organization for goal accomplishment. Therefore job performance of a worker could be described as low, moderate, high, etc, depending on the extent of his commitment to work in order to achieve set objectives and goals [33,34,11,35]. This means that the variables of job performance such as effective teaching, effective use of scheme of work, lesson note preparation, effective supervision, monitoring of .students' work and disciplinary ability are virtues which teachers should uphold effectively in the school system. Principals can therefore encourage effective performance of teachers by identifying their needs and ensuring their satisfaction. In this regard, the teachers' performance could be measured through annual report of their activities in terms of performance in teaching, lesson preparation, lesson presentation, mastery of subject matter, competence, teachers' commitment to job and extra-curricular activities. Other areas of assessment include effective leadership, effective supervision, effective monitoring of students' work, motivating students' interest, class control and disciplinary ability of the teachers [33].

However, the relationship between principals' leadership style and job performance of staff has been debated by scholars and researchers on whether or not the style of leadership of principals influences job performance in schools? In synthesis therefore, the leadership style of principals actually do affect job performance. But the answer is that there is no one single style identified by researchers. However there is a consensus amongst scholars that such application of leadership styles should be in combination. This is because no single style ever gets the job done. And such combination of leadership styles is a function of the situation the principal find himself/herself.

3. METHODOLOGY

The study adopted a survey research method based on descriptive research. The main objective of descriptive research is to get detailed and factual information about issues, events, problems and describes the events as they are [36]. The objective of the study was to compare the leadership styles exhibited by principals in public and missionary secondary schools in Enugu South Local Government Area of Enugu State Nigeria. The descriptive design was appropriate for this study since it helped in collecting data in order to answer the questions of the current status and describes the nature of the existing conditions of the subject under study. It also facilitated the use of questionnaire to collect quantitative data [37]. The instruments for data collection were questionnaire and structured interviews. The population of the study was 992 staff of both public and missionary owned secondary schools. This data was generated from the Post Primary School Management Board, (PPSMB) Agbani Zone in charge of supervision of the Secondary Schools in Enugu South Local Government Area as at 25th January, 2015. The Yamane's (1964) statistical formula was employed for sample size, determination (Appendix 1). The questionnaire and structured interviews were developed by the researchers. Some colleagues from the Faculty of Management and Social Sciences, Godfrey Okoye University Ugwuomu-Nike Enugu who were experienced and knowledgeable in the construction of research instruments validated the instruments. As a result, some items were added while a few others were re-written. The computed sample size was allocated proportionally to the selected public and mission owned secondary schools using Kumar [38] proportional allocation formula (Appendix II). The questions were optioned using five (5) Likerttype of responses namely: Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree.

As indicated earlier the study included interviews with principals who agreed to be interviewed. They were asked to indicate their availability and willingness in the questionnaire. As it was expected, the principals would be most likely to provide reliable information on leadership styles and its application by them.

A total of 285 copies of the questionnaire were administered to principals, teachers and supportive staff of the selected schools. Out of this number, ten (10) were not returned, five (5) was cancelled and two hundred and seventy (270) were used indicating a return rate of 98 percent. The Quantitative data were analyzed using descriptive statistics such as frequencies and percentages. In addition, chi-square statistic was used to test the stated hypothesis at 0.05 level of significance. These techniques were adopted because the samples of the variables were randomly selected from the population [39].

3.1 Instrumentation

The major research instrument for data collection in this investigation were the use of structured questionnaire and oral personal interview. The mode of administration was through personal delivery to the various secondary schools selected in Enugu South Local Government Area. This method was satisfactory because it ensured a high rate of return of the questionnaire by the different respondents (see Table 1). The questionnaire was issued to principals, teachers and supportive teaching staff of the selected schools.

Again, oral personal interview was conducted with some principals who agreed to be interviewed. This helped to clarify face to face the nitty-gritty issues asked in the questionnaire. Data collected through the above instruments were adjudged adequate for this study [36].

4. RESULTS AND DISCUSSION

In the study, a comparative analysis of leadership styles of principals in public and missionary schools in Enugu South Local Government Area (LGA) was investigated. In this section therefore the findings in relation to the objectives of the study are presented and discussed.

Computation of hypothesis 1 (one):

Identification of the most commonly used leadership styles by principals

Objective 1 (one):

To identify the most commonly used leadership style by principals in public and missionary secondary schools in Enugu South L.G.A.

Research Question 1 (one): What is the most commonly used leadership style practiced by principals in public and missionary secondary schools in Enugu South LGA?

Relevant Questions:

Questions numbers 11and 13 of the questionnaire;

- ♦ Autocratic Leadership styles enhance schools Administration
- ♦ Participative Leadership styles enhance school Administration

Decision: Since the computed value (21.96) is greater than the critical value (9.49) we therefore reject the null hypothesis and accept the alternate hypothesis. We conclude that there is a significant difference amongst the various types of leadership styles as used by principals in public and missionary secondary schools in Enugu South LGA.

Findings: The findings of this objective one and research question one show that the null hypothesis was rejected. This indicates that there is a relationship between the various types of leadership styles and principals' administrative inclinations in the selected secondary schools in Enugu South Local Government Area at the level of 0.05 significance. The types of leadership styles commonly used are the autocratic, paternalistic and participative. These enhance to a great extent school administration. This result tallies with the assertiveness of Duze [1] and Adeyemi, [40] who in a similar research found autocratic and participative leadership styles respectively being practiced by principals. Paternalistic Leadership style was found to be amongst the mission schools. The reason might be due to the individual personality found at the helm of affairs-mainly Reverend Fathers, Reverend Sisters and Pastors. Laissez-Faire leadership style was not used at all as oral interviews with some principals attested. They were of the view that Laissez-faire cannot get the job done effectively and efficiently in secondary school educational level. Table 2 gives more insight.

Computation of hypothesis 2 (two): The extent of the relationship between principals' leadership styles and level of teachers' job performance.

Objective two: To determine the level of job performance among teachers in these schools where the most commonly used leadership style is practiced.

Research questions two: What is the level of teachers performance in the schools where the most commonly used leadership style is applied?

Relevant questions: Question 16 and 17 of the questionnaire.
Paternalistic leadership styles improves teachers' job performance.
Participative leadership styles improves teachers' job performance.

Decision: Since the computed value 45.76 is greater than the tabulated value of (9.49), we reject the null hypothesis and accept the alternate hypothesis. We therefore conclude that there is a significant relationship between

principal's leadership styles and level of teachers' job performance.

Finding: The finding of this study shows that the null hypothesis was rejected and the alternate accepted at the level of 0.05 significance. This finding implies that participative leadership style would definitely have the teachers on the side of the principal especially in decision-making purposes. Thus participation in decision making

Table 1. Questionnaire distribution

S/n	Questionnaire	Numberof Respondents	Percentage
1	Returned	275	96.5
2	Not returned	10	3.5
3	Not used	5	2.0
4	Used	270	98.0
	Total distributed	285	100.0

Source: From questionnaire administration, 2015

Table 2. Contingency table on leadership styles applied by principals of secondary schools

Options	Responses					
	SA	A	N	DA	SD	Row total
Autocratic leadership styles enhance schools administration	130	90	30	10	10	270
Participative Leadership styles enhance Schools administration	150	100	10	0	0	270
Column Total	280	190	40	10	20	540

Source: Field survey, 2015.
Where: SA   Means Strongly Agree
*   A   Means Agree*
*   N   No opinion*
*   DA   Means Disagree*
*   SD   Means Strongly Disagree*

Table 3. The computed observed and expected frequencies of sample results

Options	Responses					
	SA	A	N	DA	SD	Row total
Autocratic leadership styles enhance schools administration	130(140)	90(95)	30(20)	10(5)	10(10)	270
Participative leadership styles enhance schools administration	150(140)	100(95)	10(20)	0(5)	10(10)	270
Column Total	280	190	40	10	20	540

Test statistic	=	x^2
Degree of freedom (df)	=	*4*
Level of significance	=	*0.05*
Critical value	=	*9.49*
Calculated value	=	*21.96*

Source: Statistical Analysis (Appendix III)

Table 4. Contingency table on leadership styles of principals and teachers level of job performance

Options	Responses					
	SA	A	N	DA	SD	Row total
Paternalistic leadership styles improves teachers job performance	120	80	30	10	30	270
Participative Leadership styles improves teachers job performance	140	100	20	10	0	270
Column Total	260	180	50	20	30	540

Source: Field survey, 2015

Table 5. The computed observed and expected frequencies of sample results

Options	Responses					
	SA	**A**	**N**	**DA**	**SD**	**Row total**
Paternalistic leadership styles improves teachers job performance	120(130)	80(90)	30(25)	10(5)	0(15)	270
Participative Leadership styles improves teachers job performance	140(130)	100(90)	20(25)	10(5)	0(15)	270
Column Total	280	190	40	10	20	540

Source: Field Survey, 2015.
Where: *SA*   *Means Strongly Agree*
       A   *Means Agree*
       N   *No opinion*
       DA   *Means Disagree*
       SD   *Means Strongly Disagree*

Test statistic	=	x^2
Degree of freedom (df)	=	*4*
Level of significance	=	*0.05*
Critical value	=	*9.49*
Calculated value	=	*45.76*

Source: Statistical Analysis (Appendix IV)

would definitely enhance teachers job performance. This is because teachers would willingly partner with the principals in getting performance milestones achieved because they were part of the standard setting team. This finding is in agreement with the findings of [24]; [7] who found that teachers' job performance was better in schools having principals using participative style of leadership than in schools having principals using autocratic style of leadership. This also contradicted the findings of [22], [16] who previously found autocratic leadership styles as the one that had better performance with teachers. However, in some mission secondary schools sampled, the teachers were of the view that paternalistic leadership style (having a fatherly disposition) gets the job done better and that level of performance improved. However, oral interviews conducted with some mission principals agreed that not one style but rather a mix. This mix, according to some principals depends on the environment or circumstances. This assertion was supported by Chidobi [41] that no single type of leadership style unilaterally improves job performance and achieves objectives of the school.

5. CONCLUSION

It is clear from this study that leadership style of principals is a critical variable in the administration of both public and mission secondary schools in Enugu South Local Government Area of Enugu State. The study revealed that autocratic, participative and paternalistic leadership styles were the major styles applied by the principals in both public and mission schools. It is concluded therefore that there is no single best leadership style that gets the job done rather a mix of the styles is advocated and should be utilized contingently based on the situation.

6. RECOMMENDATIONS

i. Principals of public and mission secondary schools should apply a mix of autocratic, participative and paternalistic leadership styles which give them leverage in achieving administrative and managerial excellence.

ii. Participative leadership style should be applied for schools with high moral tone and discipline in improving the job performance of teaching staff. This can be done through participation of the teachers in decision making.

iii. Paternalistic leadership style is strongly recommended for mission secondary schools with fewer number of government employed teachers. This would go a long way in checking staff indiscipline and students adherence to the school's rules and regulations.

iv. Training and development workshop/ conference should be given to principals and vice principals when promoted on a regular basis to update them with current global leadership style that achieve results. This training can be designed during the long vacation just before the resumption of new academic session.

v. Regular school inspection by the Ministry of Education in collaboration with the Post Primary Schools Management Board (PPSMB) should ensure that the leadership style applied by the principals is the one that improve teacher job performance. This would certainly improve their administrative effectiveness.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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APPENDIX I

In calculating the sample size, the researcher applied the statistical formula for selecting from a finite population as determined by Yamane [42].

The formular is stated as follows:

$$n = \frac{N}{1 + N(e)^2}$$

Where:

n = Sample size
N = the entire population
I = theoretical constant
e = proportion of sampling error in a given situation, in this case (0.05)

Assigning values to these symbols, the sample size was calculated thus:

$$n = \frac{992}{1 + 992\,(0.05)^2}$$

$$= \frac{992}{1 + 992\,(0.0025)}$$

$$= \frac{992}{1 + 2.48}$$

$$= \frac{992}{3.48}$$

$$= 285.06$$

$$\cong 285$$

APPENDIX II

After calculating, the sample size we allocated this value proportionately to the secondary schools namely public owned and missionary owned respectively. This was facilitated through the use of Kumar (1976) proportionate allocation formula. It is given by:

$$nh = \frac{n(Nh)}{N}$$

Where:

Nh = group population from each stratum
n   = overall sample size
N   = overall population
nh   = sample size from each stratum, in this case each
secondary school.

Table 3.1. Distribution of questionnaire among the secondary schools in Enugu South L.G.A.

S/N	Number of secondary schools	number of staff	Number of questionnaire
1	Public Secondary Schools (5)	602	173
2	Mission owned Secondary schools (5)	392	112
	Total (10)	992	285

Source: Field survey, 2015

Table 3.2. Distribution of respondents based on organizational level

S/N	Organisational level	Number of respondent	Percentage
1	Principals	10	3.50
2	Teaching staff	225	78.95
3	Non-Teaching (Supportive) staff	50	17.55
	Total (10)	285	100.00

Source: Field survey, 2015

APPENDIX III

COMPUTATION OF HYPOTHESES ONE FROM SAMPLE RESULT

Test statistic: the Chi-square(x^2) is applied at 5 percent level of significance.

Let x = 0.05
Degree of freedom = (r - 1) (c -1)
= (5 - 1) (2 -1)
= (4) (1)
= 4
Critical Value = 9.49

To compute the expected, we apply

$$\frac{(\text{now total})(\text{column total})}{\text{overall total}}$$

$$ej(i) = \frac{(270)(280)}{540} = 140$$

$$ej(ii) = \frac{(270)(190)}{540} = 95$$

$$ej(iii) = \frac{(270)(40)}{540} = 20$$

$$ej(iv) = \frac{(270)(10)}{540} = 5$$

$$ej(v) = \frac{(270)(20)}{540} = 10$$

$$x^2 = \frac{(Oj - Ej)^2}{ej}$$

$$x^2(i) = \frac{(130 - 140)^2}{140} + \frac{(150 - 140)^2}{140} = 0.7143 + 0.7143 = 1.43$$

$$x^2(ii) = \frac{(90 - 95)^2}{95} + \frac{(100 - 95)^2}{95} = 0.2632 + 0.2632 = 0.5263$$
$$\cong 0.53$$

$$x^2(iii) = \frac{(30 - 20)^2}{20} + \frac{(10 - 20)^2}{20} = 5 + 5 = 10$$

$$x^2(iv) = \frac{(10 - 5)^2}{5} + \frac{(0 - 5)^2}{5} = 5 + 5 = 10$$

$$x^2(v) = \frac{(10 - 10)^2}{10} + \frac{(10 - 10)^2}{10} = 0$$

Total = 1.43 + 0.53 + 10 + 10 + 0 = 21.96

∴ 21.96 > 9.49

APPENDIX IV

COMPUTATION OF HYPOTHESES TWO FROM SAMPLE RESULT

Test statistic: the Chi-square(x^2) is applied at 5 percent level of significance.

Let x = 0.05
Degree of freedom = (r - 1) (c -1)
= (5 - 1) (2 -1)
= (4) (1)
= 4
Critical Value = 9.49
To compute the expected, we apply

$$\frac{(now\ total)(column\ total)}{overall\ total}$$

$$ej(i) = \frac{(270)(260)}{540} = 130$$

$$ej(ii) = \frac{(270)(180)}{540} = 90$$

$$ej(iii) = \frac{(270)(50)}{540} = 25$$

$$ej(iv) = \frac{(270)(10)}{540} = 5$$

$$ej(v) = \frac{(270)(30)}{540} = 15$$

$$x^2 = \frac{(Oj - Ej)^2}{ej}$$

$$x^2(i) = \frac{(120 - 130)^2}{130} + \frac{(140 - 130)^2}{130} \qquad = \quad 0.77 + 0.77 \quad = \quad 1.54$$

$$x^2(ii) = \frac{(80 - 90)^2}{90} + \frac{(100 - 90)^2}{90} \qquad = \quad 1.11 + 1.11 \quad = \quad 2.22$$

$$x^2(iii) = \frac{(30 - 25)^2}{25} + \frac{(25 - 20)^2}{25} \qquad = \quad 1 + 1 \quad = \quad 2$$

$$x^2(iv) = \frac{(10 - 5)^2}{25} + \frac{(5 - 10)^2}{25} \qquad = \quad 5 + 5 \ = 10$$

$$x^2(v) = \frac{(0 - 15)^2}{15} + \frac{(15 - 0)^2}{15} \qquad = \quad 15 + 15 \ = 30$$

Total = 1.54 + 2.22 + 2.0 + 10.0 + 30.0 = 45.76

∴ 45.76 > 9.49

APPENDIX V

CONSENT TO PARTICIPATE IN RESEARCH: A COMPARATIVE ANALYSIS OF LEADERSHIP STYLES OF PRINCIPALS IN PUBLIC AND MISSIONARY SCHOOLS IN ENUGU SOUTH LOCAL GOVERNMENT AREA OF ENUGU STATE

What is the purpose of this research?

We are asking you to participate in a research study because we are trying to learn more about your understanding of leadership styles. You are invited to participate in this study because you are a Nigeria. This study is being conducted by Dr. Nick Igwe at Godfrey Okoye University Enugu.

How much time will this take?

This study will take about fifteen minutes of your time.

What will I be asked to do if I agree to participate in this study?

If you agree to be in this study, you will be asked to complete a questionnaire with information about leadership styles.

What are the risks involved in participating in this study?

Being in this study involves minimal risks of spending some of your time completing the questionnaire.

What are the benefits of this study?

Your participation in this study may contribute to policy change in the administration of secondary schools, in Enugu State Nigeria.

Can I decide not to participate? If so, are there other options?

Yes, you can choose not to participate. Even if you agree to be in the study now, you can change your mind later and leave the study. There will be no negative consequences if you decide not to participate or change your mind later.

How will the confidentiality of the research records be protected?

The records of this study will be kept confidential. In any report we may publish, we will not include any information that will identify you. Research records will be stored securely and only the researchers will have access to the records that identify you by name. Some people may review our records in order to make sure we are doing what we are supposed to. For example, the Godfrey Okoye University Institutional Research Board may review your information. If they look at our records they will keep your information confidential.

Whom can I contact for more information?

If you have questions about this study, please contact Dr. Nick Igwe 08038726688. If you have questions about your rights as a research participant, you may contact, Godfrey Okoye University's Coordinator of Research.

Statement of Consent:

I have read the above information. I have all my questions answered. (Tick as appropriate). [   ]
I consent to be in this study. [   ] I do not consent to be in this study. [   ]

Signature: _____   Date: _____

Printed name: _____

APPENDIX VI

Questionnaire for research study on: A comparative analysis of leadership styles of principals in public and missionary schools in Enugu South Local Government of Enugu State.

INTRODUCTION

SECTION A

Dear Respondent,

The enclosed questionnaire is purely a research tool designed for a Professional Diploma in Education (PDE) project to be submitted to the Institute of Ecumenical Education Thinkers Corner Enugu. You have been selected at random and that your response will be treated in utmost confidence. It is purely for academic purposes and as such your co-operation is highly solicited.

Thanks.

INSTRUCTIONS:

To be completed by principals, teachers and supporting staff of secondary schools in Enugu South Local Government Area of Enugu State.
ii.   Please carefully read each question before responding.
iii.   Tick as appropriate in the spaces provided.

SECTION B

INFORMATION ABOUT RESPONDENT AND HIS/HER SCHOOL

1.   Sex: Male [   ]   Female [   ]

2.   Marital Status: (a) Single [   ]   (b) Married [   ]   (c) Widowed [   ]
        (d) Separated [   ]   (d) Divorced [   ]

3.   Age of Respondents: (a) Less that 20 years [   ]   (b) 20 – 30 years [   ]
        (c) 31 – 40 years [   ]   (d) 41 – 50 years [   ]   (e) 51 – 60 years

4.   Religion: (a) Christianity [   ]   (b) Muslim   [   ]
                        (c) Other religions – please specify   _____

5.   What is your highest academic qualifications:
        (a) M.Sc./M.Sc.Ed/M.Ed/M.A or above (b) B.Ed./B.Sc.Ed/ B.Sc/HND
        (c) N.C.E. (d) O.N.D. (e) WASC/G.C.E.

6.   Name of your school _____

7.   Your school is (a) Less than 5 years [   ]   (b) 6 – 10 years [   ]   (c) 11 – 15 years [   ] (d) 16 – 20 years [   ] (e) 21 years and above

8.   Number of years in service with the school (a) 1 – 5 years [   ]   (b) 6 – 10 years (c) 11 – 15 years [   ] (d) 16 – 20 years [   ] (e) 21 years and above

9.   Department unit: (a) Teaching (b) Supportive staff (c) Principal

SECTION C

LEADERSHIP STYLES OF PRINCIPALS IN SECONDARY SCHOOLS

Key: (5) Strongly Agree (4) Agree (3) No – opinion (4) Disagree
(5) Strongly Disagree

To what extent do you agree that the following listed leadership styles are applied by principals of secondary schools: Autocratic, Paternalistic, Participative and Laisser-Faire.

Likert scale					
10	**5**	**4**	**3**	**2**	**1**
a. Autocratic					
b. Paternalistic					
c. Participative					
d. Laisser-Faire					
11 Autocratic Leadership styles enhance schools Administration					
12 Parternalistic Leadership styles enhances school Administration					
13 Participative Leadership styles enhances school Administration					
14 Laisser-Faire Leadership styles enhances school Administration					
Leadership Styles And Teachers Job Performance					
15 • Autocratic Leadership styles improves teachers' job performance					
16 • Paternalistic Leadership styles improves teachers' job performance					
17 • Participative Leadership styles improves teachers' job performance					
18 • Laisser-Faire Leadership styles improves teachers' job performance					
A mix of the leadership styles get the job easily done.					
19 • A mix of autocratic and paternalistic leadership is good.					
20 • A mix of Participative and partnership leadership style.					
21 • A mix of participative and Laissez-Faire leadership style and autocratic.					
22 • A mix of Laissez-Faire leadership style.					
Leadership style and level of students' Academic performance in SSCE					
23 • Autocratic leadership style increases academic performance of students.					
24 • Paternalistic leadership styles increases students academic performance					
25 • Participative leadership style increases students academic performance					
26 • Laissez-Faire enhances level of academic performance students.					
27 • Only a mix of the leadership styles improves level of the students' academic performance					

Evaluation of best leadership style for a public and missionary secondary schools

		Likert scale				
		5	4	3	2	1
28	Autocratic Leadership style is best for Public Secondary Schools					
29	Paternalistic Leadership style is best for Public Secondary Schools					
30	Participative Leadership style is best for Public Secondary Schools					
31	Laissez-Faire is best for Public Secondary Schools					
	A mixture of leadership is best					
32	• Autocratic leadership is best for a missionary					
33	• Paternalistic leadership is best for missionary schools					
34	• Laisser-Faire is best for mission schools.					
35	• Participative Leadership is best for mission schools					
36	• A mix is best for mission schools.					
37	• Not one leadership style is best for both public and mission schools					
38	• Would you mind to be interviewed for further clarifications.					

Thanks for your attention and response.

Dr. Nicholas Ngozilgwe, MTRCN

APPENDIX VII

LIST OF PUBLIC SECONDARY SCHOOLS IN ENUGU SOUTH LOCAL GOVERNMENT OF ENUGU STATE

1. Girls High School Uwani Enugu
2. Model High School Amechi
3. CSS AmoduAwkunanaw
4. CSS Ugwuaji
5. CSS Akwuke
6. CMSS Amechi-Uno
7. Maryland Boys Secondary School
8. Army Day Secondary School
9. Idaw River Girls Secondary School
10. CSS NdiaguAmechi
11. CSS ObeaguAwkunanaw

MISSION OWNED SECONDARY SCHOOLS ADMINISTERED BY MISSIONARY PRINCIPALS

1. C.I.C. Enugu
2. H.R.C. Enugu
3. Union Secondary School Awkunanaw
4. Girls Grammar School Awkunanaw
5. His Grace High School Awkunanaw
6. Notre Dame Secondary School
7. Methodist College Agbani Road
8. Emmanuel Anglican Secondary School Achara Layout Enugu
9. St. Raphael Secondary School Amechi

_____