**LEADERSHIP STYLES OF HEAD TEACHERS AS A DETERMINANT OF TEACHERS JOB PERFORMANCE IN OJI RIVER L.G.A OF ENUGU STATE**

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**U16/EDU/POL/025**

**DEPARTMENT OF ARTS AND SOCIAL SCIENCES EDUCATION**

**GODFREY OKOYE UNIVERSITY**

**THINKERS CORNER, EMENE, ENUGU**

**JULY, 2018**

**TITLE PAGE**

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**A PROJECT PRESENTED**

**BY**

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**U16/EDU/POL/025**

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**APPROVAL PAGE**

This project approved in the department of Arts and social Science Education: Godfrey Okoye University Enugu.

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**DEDICATION**

This work is dedicated to my parents for their love and support and to the Almighty God who saw me throughout my academic pursuit.

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My gratitude goes to the Almighty God, for his love, protection and guidance throughout my stay in the University.

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My friends, Chukwudi Nwoye Joseph, Frank, Precious and others for their encouragement god bless you for all.

**ABSTRACT**

The study aimed at examining the leadership style of Head Teachers as a determinant of teachers performance in Oji River LGA. The study adopted a descriptive survey research method, it comprises of all the eleven (11) head teachers and 87 teachers teaching in the Oji River Government Secondary School. A total sample size of 98 teachers we randomly selected as respondent teachers for the study. A questionnaire was used as instrument for data collection of this study. Findings revealed that the head teachers disagreed that they were autocratic in their leadership styles with a mean of 3.7 as teachers themselves viewed their headers as possessing the democratic leadership style. The findings also revealed that teachers were satisfied with the working conditions in the school, shown with an average mean of 3.6. The study recommends that school administration should come up with modalities of improving teachers job performance. The head teachers should also enhance their supervisory support to enhance teachers job satisfaction. Finally, head teachers should recognize and reward teachers for the job well done in the school.

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**CHAPTER ONE**

**INTRODUCTION**

**Background to the Study**

Leadership style is the manner and approach of providing direction, implementing plans, and motivating people, Sergon (2009). As seen by the employees, it includes the total pattern of explicit and implicit actions performed by their leader (Davis, 2013). The conditions of teachers’ working life are influenced by the administration and leadership provided by principals, and it is widely assumed that school leadership directly influences the effectiveness of teachers and the achievement outcomes of students (Hallinger and Murphy, 2012).

According pretomode (2010) leadership is the component part of management which is concerned with facilitating the accomplishment of the objectives of an organization through the systematic management of constraints and careful utilization of the available limited resources which include human, material, equipment, suppliers, finance, space and work techniques or technology.

Balogun (2012) noted that leadership action is directed towards the analysis of policies, the identification of options and to a substantial degree, the implementation of programmes as well as the efficient allocation of resources in addition to all these calculated decisions, a typical administrative action takes in to consideration the enduring and the goals of the organization as well as the environment within which the action take place.

Ozigi (2009) defined a leader as an individual who directs the affairs of an organization in such a way as to achieve goals and objectives and who can get things done quickly by men.

In the words of John Vieg in Olewe (2010), leadership is a determined action taken in pursuit of conscious purpose. It is the systematic ordering of affairs and the calculated use of resources, aimed at making those things happen which we went to happen and simultaneously preventing development that fail to square with our intentions.

Education is more of a government enterprise, although some individuals are striving within their power to get schools back in the hands of private individuals. One recognition therefore should be accorded education by Nigerian educational administrators of which head teachers form a part of. According to the National Bureau of statistics, the teacher plays a vital role in education. In order to make children learn, the teacher arouses their interests and engages them in the classroom activities.

A teacher is a person who has undergone a professional training in the field of education in order to teach or impart knowledge to the students in the society. The teacher has many roles to play in the education of the child, he or she guides, directs and exposes the students to a variety of learning experiences which will help them to develop their talents.

The head-teachers is the co-ordinating agent who ensures that teaching and learning are well organized and supervised to suit the age of the learner. Leadership is an integral part of any organization, it is crucial for maintaining and expanding the relevance efficiency and productivity of complex establishments. Hence, the impact of head teachers in the secondary schools system cannot be overemphasized. The survival of any educational organization such as primary schools, secondary schools, colleges and other higher institutions largely depend on qualitative service available. The head teachers also called the principal is the administrative head of a secondary schools. He or she sees to the day to day activities in the school, co-ordinates, directs and controls other teachers in the school going by this definition, it is evident that a head teacher occupies very sensitive position and therefore his or her administrative behaviours can impact positively or negatively on the school system.

Teachers on the other hand faced with many challenges and problems in the classroom situation. Nonetheless, their performances will affect the students either positively or negatively. Teachers motivate, direct and enhance pupils reaction in the classroom, and the teacher has great effect on the students learning. The future of the children is in the hands of teacher, they should make learning enjoyable thereby increasing result to be obtained within the schools. He must guide their activities and behaviours.

The secondary school education has its important specific objectives to achieve within the broad National Education framework. The recent turn of events in the local government really affected the administrative behaviours of head teacher on teachers in government secondary schools in Enugu East local government need critical investigation into the administrative behaviours being exhibited by head teachers in the different secondary schools within the local government.

The ministry of Education organizes workshops, seminars, conferences which address some aspects of secondary education where some of the head teachers and teachers attend and are reminded of the need to exhibit proper administrative behaviours that will impact positively on the secondary school system in Enugu State.

The head teachers skills and insights will enable him to provide the needed leadership for teachers under his care. This is because teachers make the school what they are, and the quality of our education depends upon their competence. The teacher is part of the social fabric and it is essential that he concentrates on the vital skills of being a teacher, and on understanding the consequences of his action. Also, the teacher role varies from being the instructor to being the partner of the students. He understands the students because of his sensitivity to their needs.

**Statement of the Problem**

Leadership is the interpersonal influence towards attainment of specific goals in specific situations; without leadership, schools were nothing but masses of students. Management of teachers in the school context involves the skillful control and guidance of teachers in order to achieve the school desired outcomes. Schools which consistently perform well tend to have sound and efficient leadership.

From the foregoing, it is evident that the roles expected of teachers are so many and it is therefore incumbent on head teachers to provide proper leadership to enable the teachers perform their task adequately. Because of this lack of co-ordination the leadership style in Oji River Local Government Area has created obvious problems.

Conversely, the head teacher’s performance in secondary schools in Oji River local government is seems to be very poor as compared to their counterparts in other local governments and indeed other states. This research work is geared towards achieving a practical analysis of secondary schools in Oji River with a view to identifying the leadership styles of head teachers in them and proffering useful suggestions on how best to ensure that there is optimal service delivery.

**Purpose of the Study**

The study focuses on the leadership style of head teachers on the determinant of teacher’s job performance in secondary schools in Oji River local government area of Enugu state. Specifically, the study is designed to:

i) To examine how autocratic leadership style used by head teachers influence teachers’ levels of job performance in government secondary schools in Oji River LGA.

ii) To assess how democratic leadership style used by the head teachers influence teachers’ job performance in government secondary schools in Oji River LGA.

iii) To establish how Laissez-faire leadership style used by the head teachers influence teachers job performance in government secondary schools in Oji River LGA.

iv) To investigate how head teachers’ Leadership style influence teachers working conditions in the schools.

**Research Question**

The following questions are addressed as a guide for carrying out this work.

i) How does a head teachers’ autocratic leadership style influence government secondary schools teachers’ level of job performance in Oji River LGA?

ii) To what extent does head teachers’ democratic leadership style influence government secondary schools teachers’ level of job performance in Oji River LGA?

iii) In what way does head teachers laissez-faire leadership style influence government secondary schools teachers’ level of job performance in Oji River LGA?

iv) How does head teachers’ Leadership style influence teachers working conditions in the schools.

**Scope of the Study**

This project work is designed to find out the leadership style of head teachers as a determinant of teacher performance in secondary schools in Oji River local government area. It covers both male and female teachers in eleven (11) government secondary schools in Oji River local government area of Enugu state

**Significance of the Study**

The result of the project will be of inestimable benefit to the government, school administrators, head teachers, teachers, students, parents and society. The government would benefit from this project in that it will help to shape its future policy formation as it affects administration, and in channeling and directing their attention towards education especially in secondary schools.

Education administrators will benefit from the outcome of this project in that they will use suggestions preferred here to improve the performance of secondary schools and determine how to direct or administer educational programmes.

Head teachers will benefit mostly from this project in that, it will help them to examine their performance thereby exposing them to their strengths and weakness and help them make amends where necessary.

The study will also help to modify the unscrupulous attitude of some teachers that lead to abuse and neglect of teaching activities. It is fashioned to be of immense benefit to the entire society, research students, students of secondary schools who will be our future hope and leaders, parents etc all stand to benefit from this work.

**CHAPTER TWO**

**LITERATURE REVIEW**

The review of related literature has been discussed under the following sub-heading:

Conceptual Framework

Concept of Leadership Style

Factors influencing leadership style of head teachers

Characteristics of leadership style of head teachers

Communication

Head Teachers Administrative Roles

Theoretical Framework

Empirical Framework

Summary

**Conceptual Framework**

**Concept of Leadership Style**

The concept of leadership is in the domain of the educational management. Adeyemi, (2009) described leadership as the process of influencing the activities of a group of people by a leader in efforts towards goal achievement in a given situation. This is the situation approach. It involves a force that initiates actions in people and the leader himself. It involves a guide that directs activities of individuals in a given direction in order to achieve the goals of the organization. It also involves a situation that gives opportunity for training head teachers as leaders in such a way that the teachers could increase their efficiency and effectiveness in their performance. It is concerned with how to adapt leadership styles to a situation in any formal organization. The individuals are given titles according to their responsibilities e.g. a director, deputy director or assistant director and so on (Ibukun, 2010).

Leadership is considered as one of the key ingredients for the success of any organization. It is therefore, important for a leader to understand what good leadership entails.

**Types of Leadership Style**

As seen by the employees, it includes the total pattern of explicit and implicit actions performed by their leader. Mirkamal, (2013) identified different styles of leadership; autocratic, democratic and laissez-faire. Fan (2009) reveals that achievements in schools are dependent on four identifiable leadership styles namely; autocratic, democratic, transformational and laissez-faire.

Autocratic leadership style appears generally self-centered and allows minimum participation of the subordinates in decision making, the democratic style is rather people oriented and counts on the participatory contribution of the subordinates (Mgbodile, 2004). Autocratic leadership behaviours have prevailed in Mexico and Taiwan, while in South Korea and United States, the dominant leading style is democratic. According to Dickson, Hartog and Mitchelson (2013) only democratic leadership style had a direct and significant affiliation with performance in United States. Fan (2009) identifies that transformational leadership style pays particular attention to the subordinates needs for growth and achievement and thus leaders who use this style are proactive leaders. Laissez-faire leadership styles refer to the 2 style which allows free contributions of ideas or opinions without interference by the leader.

**Autocratic leadership style and teachers job performance**

Dubrin (2009) describes the autocratic leadership style as a style where the manager retains most authority for him/herself and makes decisions with a view to ensuring that the staff implements it. He/she is not bothered about attitudes of the staff towards a decision. He/she is rather concerned about getting the task done. He/she tells the staff what to do and how to do it, asserts him/herself and serves as an example for the staff. This style is viewed as task-oriented (Dubrin, 2009) and is similar to Likert’s II and I 18 leadership styles. The manager may also seek discussion and agreement with teachers over an issue before a decision is taken (consensus). He/she may allow the subordinates to take a vote on an issue before a decision is taken (democratic).

Autocratic leaders create a situation where subordinates who do not want to realize the importance of work are forcefully led to work (Mullins, 2012). According to Mullins (2012) autocratic leaders supervise subordinates very closely to ensure compliance and the completion of work in the designated time.

Leadership is meant to be effective even where the situation seems harsh so as to drive organizational intentions towards goal achievement. Research findings by Kasule (2009) on the effect of leadership styles on teacher productivity in private secondary schools in the Wakiso district indicate that autocratic leaders usually emphasize ‘authority’ as a means of having the work done. Head teachers generally emphasize it, since it reaps results very quickly, as subordinates work under pressure to meet deadlines. Other studies by Storey (2013), however, noted 21 that head teachers, who use authority to get things done, are too strict in the formality by which things are done. This hinders teacher creativity especially in instances where creativity and planning are imperative to anchor the academic program in schools.

**Democratic leadership**

Decentralization of authority, participatory planning and mutual communication are some of the main features of democratic leadership. However, as Oyetunyi (2009) points out, the major point of focus is sharing; the manager shares decision-making with the subordinates. Even though he/she invites contributions from the subordinates before making a decision, he/she retains the final authority to make decisions (consultative). The manager may also seek discussion and agreement with teachers over an issue before a decision is taken (consensus).

He/she may allow the subordinates to take a vote on an issue before a decision is taken (democratic). He/she coaches subordinates and negotiates their demands (Dubrin, 2010). 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.

**Laissez-faire leadership style**

Laissez-faire leadership is a passive kind of leadership style. The head teacher delegates almost all authority and control to subordinates. There is no person of authority in the school. The head teacher leads the school indirectly, he/she does not make decisions; rather he/she abides by popular decisions. There is no setting of goals and objectives by the head teacher. Tasks are done the way the head teacher thinks it should be done, but he/she gets involved on request and this may lead to the digression from the school policy.

**Leadership Style of Head Teachers**

Leaders who use democratic style in decision-making encourage group discussion and believe in decision making through consensus. Democratic leaders still make the final decision, but do so only after carefully considering what other group members have said. Usually, their decision goes with the majority. In a school set up, the head teacher, has to consult Board of Governors, Directors, teachers and sometimes student’s leaders before any decision is made. Whereas this method is considered to be effective, the time that it takes to reach a group consensus can be crippling for a project. In order for every group member to be heard, discussion can last for a very long time. This can lead to frustration and especially where there is need for urgency, Njuguna (2014). Although democratic leadership has been described as the most effective leadership style, it has some potential downsides. In situations where roles are unclear or time is an important factor, democratic leadership can lead communication failures and uncompleted projects. In some cases group members may not have the necessary knowledge or expertise to make quality contributions to the decision making process. Democratic leadership works best where members are skilled and eager to share knowledge and ideas and when there is enough time

**Influence of Leadership Style of Head Teachers**

Defining leadership in relation to education, Mgbodile et al (2015) said, administration is a key element for the direction and achievement of educational goals such as the preparation of school administrators and supervisors, recruitment and training school teachers, curriculum designs and implementation cost benefit analysis, management and maintenance of school.

The economic significance of anybody or things having the ability to predict results lies in the fact that firstly, they would said the process of capital formation and budgeting system. Secondly, they will give rise to new activities or stimulate established ones. Thirdly, they would maintain functional relationships.

Supporting the above statement, Walton (2009) opines that: The science of administration is a system of knowledge whereby man may understand relationships, predict results and influence outcomes in any situation where men are organized at work together for a common purpose.

Generally, leadership is a hierarchy of subordinate super-ordinate relationship within an institution. And in this relationship, three dimension are usually of critical importance - the authority dimension, that is the range of the roles and facilities legitimately included within the interaction, the effectively dimension, that is the distinctive characters of the personal relationship.

According to Walton, it is the subordinate super-ordinate relationship that gives meaning and functional bureaucracy administrative decisions and policies.

Supporting the above view, Harold (2013) has this to say "administration has meaning only when the instructional services is attaining its proper ends".

In his own words, Ezeocha (2011) maintained that administration in a broad sense means management, it is concerned with the management of factors of production resources for the achievement of particular ends.

 This point was also buttressed by Neman (2010) when he defined leadership "as the guidance, leadership and control of the efforts of a group of individuals towards some common goal". He also view that leadership works with and through people and focuses mainly on goal attainment.

Others like Greg (2011), Ozigi (2009) and Nwankwo (2014) agreed that a leader aims at using both human and materials including officials of ministry of education and post primary school management board, principals of schools, teachers, students and non-teaching staff.

To attain appreciable and effective height in leadership, certain underlining principles call for mention. These principles, according to Mgbodle, et al (2012) "are the humanitarian principle, the prudential principle, the principles of change, the process principles and the executive leadership principle". To Mgbodile and others, the humanitarian principle relates to the issues affecting the general well being of individuals in the organization. The principles of prudence relates to the ability of employing rational judgement, wisdom, experience, skill etc in the management of practice affairs.

The principle of change on the other hand, relates to the ability of a leader to develop defensible plans for effecting appropriate changes, even though they may appear pressures for and against change from individual and groups. The principle of change seeks for adaptability, flexibility and stability, the principle of process relates to the operating administrative rules which are vital for the understanding of the function involved in administration.

These processes include what is to be done, how will it be done, with what, whom, when and how well done? It also involves decision-making. Last but not the least, the principle of executive leadership or unity of command implies that how well each leader can fulfill the leadership potentials is related to personal and situational factors as well as to his dynamic interactions with various groups in that situation.

The concept of leadership do not imply maximizing results but of optimizing them with the costs. It does not also means satisfying personal and group goals at the expense of role expectation. However, a review of the definitions of leadership reveals that they contain a common set of function of conditions.

Thus, leadership is the carrying out of the policies that have been determined and accepted, direction of the efforts of people working together in the reciprocal relations so that the aims of the organization may be accompanied.

**School Leadership**

The leadership works at difference levels of education. Basically an educational administration deals with human beings at various levels, whether we are taking of educational administrator and his staff or the administrator, head teachers are teachers and the students.

There are certain basic qualities and characteristics required of the head teachers as the leader of the school. These leadership qualities however, very widely according to personal characteristics. Nevertheless, it is expected that the head teachers with adequate technical skills and modest traits of personality will find most things going for him.

Generally, such a head teacher leader should have the ability to organize and delegate responsibility and authority successfully to the teachers. He should also be able to demonstrate that he is not knowledgeable in his particular field and profession but also that he is well versed in other areas and has up to date general knowledge of events and developments. Hence, be able to express his thoughts and ideas clearly and intelligently.

Agreeing to have observation, Ezeocha (2014) states that Head teachers leadership demands to a lot of intellectual qualities such as sound judgement, resourcefulness, great sacrifice, broad mindedness, initiative, physical and mental efforts and the ability to foresee and analyse problems and offer plausible solutions.

Supporting Ezeocha, Spain (2009) contends that: Leadership are almost supermen who display qualities such as high intelligence, superior scholarship enthusiasm, friendliness, affection for people, and abundance of vitality and nervous energy and a good sense of humour.

The list of qualities as purveyed by Spain and Ezeocha are by no means exhaustive. This is because, knowing the goals of his mission as an administrator, the head teachers (principal) sees for himself a high standard in order to achieve his aims and then makes his own unique and significant contribution to the cause of education.

In corroboration with the above postulation, Ruth and Iydia (2011) observed that great leader (head teachers) embody certain other personal characteristics and attributes such as:

i. Striking breath and grasp of information

ii. Clear and pronounced opinions on particular matters both in and outside their realms of activity.

iii. High level of skill in self-expression

iv. An outstanding willingness to accept responsibility.

So a leader is a co-ordinator who has to organize activities in such a way that things must work smoothly, quickly and effectively. According to Ezeocha P.A. (1990:60), he described the administrator as "Boss", heads, leaders, as "Boss", Heads, leaders, advisers, problem solver and so forth. He is responsible for administering education programmes.

The society has created schools as basic instruments for producing the kind of citizens it deserves. The smooth running of the school has been placed under his care and he is believed to be more than professional technician etc. he is actually engineer of mankind upon whom rest much of the responsibilities for the preparation and refinement of the society in which he functions.

His role is geared towards minimizing administrative problem of the school. According to Campbell et al (2012), he observed that the school administrator has both legal and professional responsibilities to fulfill. While at the same time administering educational programmes which is in harmony with the constitutional and statutory provisions handed down from the federal and state governments. He is expected to be in a good term with the teachers.

According to Campbell et al: One of the major legal responsibilities of the administrator (head teacher) is to keep the lay board members informed concerning requirements and prohibitions. Informed boards can then pass local regulations, which the administrator is responsible for enforcing. To fulfill professional responsibilities.

The modern leaders must have a well-rounded general education with intense study in the specialized field of educational administration and supervision. It should be understood that a large order of common sense is indispensable with such equipment, the school leader which is head teacher is ready to move the system towards the overall goal of improving teachers and student learning. The capable administrator should imagine, dream and hope for reaching well-defined goals otherwise, the school system wallows in mediocrity.

According to Ukeje B.O. et al (2011), he stated that: the role of head teacher is to point the directions, to inspire, to encourage etc. The head teachers serves as a catalyst and as a control agent. He is the institutions representative to the outside world and it's leading saleman. The head teacher is an innovator, a germinator of ideas, able to see through the complex and confused order and he normally ask the fundamental questions. The head teachers is the protector of the schools essential values from outside attack. The head teacher attracts the trust and support of the teachers and the public and guides them to accomplishing the goals of the school.

Ukeje, B.O. (2009) said that a good head teacher have eight good abilities that must exist between him and the teachers if he or she is to be successful. First, is the ability to work with the teachers, a good head teacher must be able to draw the support, cooperation and enthusiasm of the teachers around him. He elicits from them their best thinking and their honest opinions, since he knows that he does not have all the answer.

Secondly, is the ability to think both analytically and intuitively, a head teacher must understand the complexities of educational, financial and managerial has lost sight of. Thirdly, is the ability to persuade, teachers can be ordered with maximum commitment and alacrity. Fourthly, ability to communicate effectively, a head teacher is able to translate ideas into potent vivid concept that are readily accessible to teachers and that serve to inspire and guide them. The fifth, ability to operate a political arena, a head teacher must master the internal politics of his school or risk being isolated and rendered ineffective. Sixth, is the ability to make decision and conversely not to make decisions. A head teachers must be able to make decisions at the right moment, then when there is substantial risk in the decision. Seventh is the ability to synthesize, a head teacher must avoid the temptation of becoming trapped in details. The final ability is the ability to establish and control a management system. A head teacher needs a systematic method for administrator that has all these qualities will be an outstanding head teacher.

Basically, head teacher is not a matter of passive status, nor does it develop upon a person, simply because he is the possessor of some combination of traits. Further, the head teacher acquires leadership status through the interaction of the teachers in which he participates and demonstrates his capacity for assisting the school goals.

Agreeing to this postulation, Stogdill (2011) said; “a person does not become a head teacher by virtues of possession a combination of traits, but the pattern of personal characteristics of the head must bear some relevant relationship to the goals and objectives of the organization which is school.

From the point of view, of Stogdill, it becomes pertinent to point out the fact that a head teacher must follow laid down organization goals in exercising his powers and must also be concerned in terms of interactions of variables which are in constant flux of change.

Actually, what the head teacher needs to do is to organize his multifarious relationships and attachments to a diversity of groups with skills and tact, and to resolve and allocate to their various position of importance, the numerous big parts which he is called upon successively and indeed sometimes simultaneously to pray-listens, encourages, dissuade, report watches, judge, critic, decision-maker and on occasions, commander (Bryan, 2010).

Talking of the head teachers role of helping teachers to make intelligent choice, it is the believe of Drumond et al that is a man is to solve his problem of peaceful and rational means, the ideas, attitudes, understanding and skills equal to the task must be developed in the young. It is also their believe that the head teacher, as a leader has to furnish leadership in several different areas of responsibility such as leadership of school teachers, leadership in curriculum development, leadership in developing guidance services and activities to the instructional programme; leadership in the community and the profession.

However, most of the qualities which effective head teachers posses result from interest in the world and the people (teachers) who inhabit it. It also results from the goals and expectations of the school where the head teachers derives his powers and legitimacy. These qualities are in essence, the marks of a mature person who has established for himself patterns of living which will continually support basic human value and lend also to sound emotional growth and intellectual vitality.

In sum, Williams (2009) and Peters (2012) agreed that in both large and small schools, the head teachers must fulfill a professional leadership role that calls for dignity, perception, scholarship, decision, courage and action.

They also opine that no one expects educators to plot a perfect educational course, for the future but however that the public does expect the educational leaders through that process of critical investigation and scholarly research, to be fully aware of the main stream of social events and tends that will have an impact on educational programme and its product.

**Factors Influencing Leadership Style of Head Teacher**

**Training**

One source of headache to an educational leader is inadequate formal training of prospective and practicing administrators in educational administration pursue. Usually, head teachers assume their administrative positions without any formal training or orientation. They rely heavily on their pervious classroom experiences for administering the school. This idea is absolute because our schools have assumed a different shape from what they were during the time of the missionaries, for instance, there has been repaid increase in school population and consequent increase in teacher ratio, and the background of the pupils have become more varied and sophisticated. Also, teachers have become more in number in schools and now have better and more varied qualifications. All these call for a new orientation in school administration and for better and more purposeful training and preparation of head teachers to equip them with the necessary skills and competence required to administer and run our schools effectively. This is because they are the ones at the apex position in our secondary schools to translate educational policies in to concert behaviours actions.

Castaldi (2009) captured this state of affairs when he said: we are now on the threshold of an exciting and challenging era in the administration of schools. Recent advances in electronics, teaching devices and automated instructional materials have been so rapid that administrators and partners have yet to realize their full impact.

In corroboration with Castaidi, Thorsten (2010) said: ... in far too many situations, the head teachers is poorly trained for the emerging school curriculum that is rapidly developing. He is given the title of instructional head, but neither the skills nor breadth and depth of background in each curriculum area to prepare him to impact on the teachers. From Thornsteins postulation, it could be deduced that the scientific revolution for knowledge tended to revolutionize man's attitude to knowledge and generated new and enthusiastic demand for certitude, for production of result that are certain, effective and therefore beyond reproach, hence administration is so deeply ingrained in man, daily activities that they almost involuntary.

**Communication**

Good head teachers understand that leadership involves influence; it requires interactions and relationships among people and achievement of goals via engagement, motivation, and collaboration (Murphy et al., 2007c). In order to manifest a positive school culture, head teachers need to be able to communicate his/her and the school’s vision to others so as to engage them in the process of reshaping the organization and articulating essential beliefs regarding learning (Davies et al., 2010; Jenkins, 2009). Good communication skills help build consensus and buy in among staff and faculty for the policies, practices, and supporting systems designed to achieve goals (Leithwood et al., 2014).

In any formal organization, it becomes necessary to establish channels for communication and participation. Only through adequate communication can head teachers and teachers remain aware in mind how their own work contributes to those goals and understand how the work of other contributes to the goals and make suggestions for the improvement of operational procedures in the school organization. The conditions suggested above, make it clear that the communication in school organization must flow up, down and across.

Erickson and Pedersen reviewed a number of studies in the school have to do with communication, focusing particularly upon impediments were found in the situation such as hierarchical structure of the school, the large quantity of information needing transmission the lack of collegial interaction and the cultural influences on interpretation of the messages.

Impediments were also found in the persons and included such factors as inept transmission and reception failure to respond, misplaced quest for power and aversion to threat, much of the responsibilities for removing these impediments to the communication rest with the administrator which is the head teachers.

Sequel to above, communication is imperative for school organization, without it administrative head teacher and social organization cannot function. Schools need to keep the right hand knowledgeable about the left. They require systematic means of collection, organizing and sharing information. In the school setting, the administrative head teacher gather and communicate information to teachers under him and his function to monitor the communication process to make certain that it too performs at the optimum level.

For this communication to be effective the head teachers must:

i. Decide the best approach to share the information to the teachers and students.

ii. Find the right way to say exactly what he means quite clearly.

iii. Listen and try to understand what the recipient of the message is saying.

iv. Verily and double-check whether his intended meaning is clear to his teachers

 v. Follow-up by evaluating the effectiveness of his message

Here in government secondary schools in Oji River, teachers complains that the head teachers never understands his teachers and can never listen to other people's view, the head teachers says one thing and does the other. The implication is clear, through effective communication skills, we will have good job satisfaction and consequently the quality of instructor in our schools.

The concept of communication is rooted in the philosophy that exchange or views and discussion among work groups or individuals are the cornerstone of effective activities within secondary schools.

**Motivation**

In the school organization, the issue of how to motivate and mobilize teachers has for long occupied the attention of the leader. Particularly in education the problem of what to do to make teachers work hard for the interest of the school and in their own interest is a fundamental one. In this case, the leadership style of head teacher is crucial. The impact of motivation on teachers in school administration cannot be over emphasized.

It enhances devotion and seriousness. For any administrative head teacher to achieve its objectives, the administrator should apply the motivational theories. According to Akpala (2014) defined motivation as a process that arouse, channels, sustains and gives people's behaviour purpose and direction. In the word of Obi (2010), stated that motivation as the perceptions, methods, activities used by the management or administrative for the purpose of providing a climate that is conducive to the satisfaction of the various needs of the employees so that they may become satisfied, dedicated and effective task performers. He maintained that motivation is that fuel which provides energy for human action. Nwachukwu (2013) observed that motivation is that energizing force that induces or compels and maintains behaviours.

Igbo (2010) stated that despite the fact that teachers play an irreplaceable role in the school organization, they are arguably the least paid. Therefore, if the teachers are motivated for the special work done from the head teacher, it will assert their best on the performance of achieving educational goals of the schools.

**Indiscipline**

For events in secondary school classroom to proceed smoothly, students must grant teachers some measures of authority. Teachers are in a position to over look a great deal of extra –curriculum student activity in classrooms, they cannot ignore everything. Some modicum of order must be maintained if anything resembling a process of education is to take place. Most teachers thus find themselves in the position of having to act on definitions of improper behaviour and hope that students will stop. The authority of teachers is put to a test in this act of communication.

Authority becomes a stable basis for interaction only when those to whom commands are issued voluntarily obey. Student in classrooms like all parties judging claims to authority made by other must therefore decide whether treatment receive at the hands of teachers are based on grounds that can be considered legitimate. Most students accept the behaviour that takes place in classroom. The teachers is seen as a person who can pay legitimate official attention to everything that happens inside the authority of teachers is accepted at face value, most student can make sense of the specific action towards teachers.

**Supervision**

The success of any school organization depends solely upon the heads. In essence, the success of any secondary school in meeting with its stated goals or objectives principally depends on its chief executives otherwise known as the head teacher who is hereafter referred to as the administrator.

According to Isherwood (2012) observed that:

A head teacher’s informal authority was positively related to a teacher loyalty to the head teacher a teacher’s sense of job satisfaction and a teacher’s sense power which the school.

Therefore, when an administrator had developed informal authority over the teachers in addition to the formal authority conveyed by the administrator office it seemed likely that there would be more effective atmosphere for supervision. Sergiovanni (2014) indicated that:

Two of the major purpose of the teacher supervision are to promote the professional growth of the teacher and to improve student learning.

Administrative head teachers should realize that some of the teachers under them need supervisory help than others. It is one of the administrative functions of head teachers to identify such teachers in his school.

According to Ogunsaju (2011) wrote that:

The school leader which is head teachers should help teachers under their care get determine strengths and weakness in their teaching and find a way of helping them to improve their teaching performance.

**Characteristics of Leadership Style of head teachers**

The most important characteristics of a successful head-teacher is consistency of style which enables his teachers to know where they stand and to predict his actions.

In this case, a head teacher has to be open to his teachers so as to win their confidence and support for better school performance. For secondary schools head teacher to be effective in their work, they must adopt transformational administrative teacher style. That is, he must be interested in changing and motivating his teachers.

Here, is a model of values and he keeps transforming those societal values in order to bring about the realization of their vision. The head teacher has to be transformational in his administrative. This involves directing and controlling teachers working under him.

The relationship between the head teachers and the teachers is based on his expectation for the workers which must be satisfactory. The head teacher carries a heavy responsibility of leading his teachers and the learners to be productive by coercing, of leading his teachers and the learners to be productive by coercing, directing and even threatening them to work.

Whenever the teachers are not ready to work, the head teacher can use transactional administrative style to persuade them to work and can adopt transformational administrative style when the teachers want to be carried along. These depend on the ability of the head teacher to establish confidence and support his teachers.

Hill – Mchane (2009), identifies five different perspective on Administrative namely

* Power-influence perspective.
* The traits or competence perspective.
* The behaviour perspective
* The contingency perspective
* The transformational perspective

Power –influence perspective

This explain leadership effectiveness in terms of the amount of power possessed by a head teacher and how that power is used to influence teachers within the schools. The traits or competence perspective of an effective head teacher transform teachers and students through their vision, communication and ability to build commitment to that vision among his teachers. A head teacher who uses this approach is capable of transforming his teachers and students by rewarding the teachers for improving performance and empowering them to take actions that are consistent with the vision.

Head teacher leadership roles

Head teacher plays a well established role in the field of education, According Ode (2012), the head-teacher in the Nigerian context is the administrative head of primary institution. He maintained that the roles of head teacher is not to do the work of the school but to see that it is done”.

The head teacher must be a planner, organizer, implementer and supervisor at schools level. He must understand the essential characteristics of and distinction among major groups and must be familiar with educational technology.

Akabogu (2010), noted that Administrative head teacher must understand organizational theory and basic concept associated with administrative decision making, formal and informal organization, bureaucracy, supervisory behaviours and numerous constraints deriving primarily from recognizing and meeting the individual needs of his teachers and students. And at the same time tapping their full potentials to contribute to the achievement of the schools objectives.

From the above discourse, it is obvious that headship in secondary schools entails the head teacher’s functions and tasks, qualities, role expectation, the power necessary for effective performance of his functions. The presenter assessed how the head teacher would lead in order to keep the schools working harmoniously and make the schools conducive for both the teachers and the students to achieve academic excellence a reality.

**Theoretical Framework**

**Transformational Theory of Leadership**

Bass (2012), proposed the transformational theory of leadership, which belongs to the contingency school of thought. It describes the leader’s involvement in changing the attitude of the teachers in order to increase their commitment in the school. This school of thought pays more attention to relationship at work that is intimately connected with the actual style and attitude of the leaders. The leader shows empathy towards the workers, exercises less supervision and encourages employee participation. The teachers in turn perceive him/her from an inspirational angle with loyalty and enthusiasm. The leaders’ personal quality is to persuade and influence their sub-ordinates into working towards the set goals of the organization. They use their skills, knowledge, principles, integrity and trust in transforming all those around them willing followers. They are also effective depending on the worker situation. That is, does the situation warrant room for the personal qualities of the leader such as benevolence, participation 13 and exercising self-control? If it is favorable then they will appraise emotional and spiritual dimensions as well as the physical and mental aspects of both the leader and the workers. They also use the information have of the workers’ background to manipulate their thinking. They are familiar with the cultural traditions of the individual workers and put them into consideration especially if the group is heterogeneous. The leader’s position of acceptance by the workers is also very important. It is from the trust and confidence the workers have in the leaders that leads to them accepting him. This results in the leader’s self–actualization and recognition of one’s own dependence and on others.

The leader is also able if he satisfies the employee’s needs, that is both group individual needs accordingly whereby at times, he/she has to balance between the task needs, the group needs and the individual needs the transformational leaders are synergistic in that they improve nearly every situation they get into for they fight for both situations in the organization and employee’s. Workers trust in a leader who exhibits his competence and effectiveness and results. These makes the workers gain confidence and trust in the leader. The leaders should be focused in their work towards goal attainment. In this theory, the leaders display many techniques they use in transforming the workers, for example direct and intimate communication with workers. The leaders exhibit a friendly and face-to-face interaction with the workers. He listens to them and provides solutions to their problems or involves them in problem solving methods. They are easy to access, cheerful, pleasant and upbeat in their outlook. The leaders explain to the workers the importance of their contribution to the welfare of the organization by encouraging their participation and in delegating 14 duties. These leaders make emotional appeals to the workers by striking the right balance between the employee’s needs and goals in a given situation. These leaders also use the informal leaders in controlling a wayward worker by being supportive to the informal group socially, emotionally or otherwise, which in turn comes handy in dealing with the problematic workers. The transformational leader also uses the workers high level of enthusiasm and commitment towards achieving the goal by showing concern and believes in the worker’s unseen potentials interacting with them and seeking help on behalf of the whole group. Therefore the transformational theory relies much on the relationship cultivated by the leader among the workers in working towards the set goals through their commitment and enthusiasm. The theory thus shows that a head teacher (leader) cannot be effective without the cooperation of the teachers (workers) behind him and it is upon himself/herself to get their commitment and confidence through the outlined tactics of the transformational theory and hence improve on students’ academic performance.

**Empirical Studies**

Researchers in different field of study have carried out research on the use of instructional material in teaching and learning in secondary school. Some researchers are similar but different in location or subject. No research will be complete without review of related empirical studies which will show similarities and differences in carrying out the research.

Ibrahim I.A (2014) carried out a study on the influence of head teachers’ leadership styles on teachers’ levels of job satisfaction in public secondary schools in Mandera Country, Kenya. The research applied descriptive survey design, using descriptive statistics and Pearson product moment correlation coefficient. The research targeted 26 public secondary schools in Country with a sample size of 8 head teachers and 87 teachers. Ibrahim (2014), the head teachers’ perception of their leadership styles revealed a mean of 3.04 and a standard deviation of 2.80 which implied that the head teachers disagreed that they were autocratic in their leadership styles.

In summary, teachers viewed their head teachers as possessing the democratic leadership style. Findings also revealed that teachers were not satisfied with the working conditions, pay and promotion, and recognition aspect of their job. Findings on the influence of autocratic leadership style on teachers’ job satisfaction revealed that autocratic head teachers negatively influence (-0.65) teachers job satisfaction because they adopt harsh leadership styles which are widely detested by the teachers and students alike.

The study also concluded that autocratic head teachers negatively influence teachers’ job satisfaction. It was also concluded that there was a positive moderate (0.48) relationship between the democratic leadership style and job satisfaction in secondary schools. Further conclusion was that laissez-faire leadership style had very strong negative (0.75) relationship with job satisfaction.

Fan (2009) studied principals’ leadership styles and teachers’ performance in South Carolina and revealed that teachers preferred transformational leadership that includes them in decision making rather than be coerced into compliance by their principals. However apparent contradictions arose when teachers spoke highly of leaders characterized as having democratic leadership styles as well as some having 3 authoritative leadership styles. The study further revealed that teachers working under a democratic style of leadership were more satisfied than teachers working under autocratic style of leadership. Adeyemi (2011) revealed that the democratic leadership style was the predominant leadership style used by principals of secondary schools in Ondo State, Nigeria. This finding was consistent with the findings made by Ademilua (2009) who found similar findings in secondary schools in Ekiti State, Nigeria. The study established democratic leadership style as enhancing better performance among teachers in Oji River Secondary schools in Enugu state. Nguni, Sleegers and Denessen (2009) studied the effects of transformational and transactional leadership on teachers’ performance in schools in Tanzania and revealed that transactional and transformational leadership styles motivate followers. Waithaka (2011) established that in Tetu District, the laissez-faire and democratic leadership styles are the most used styles by head teachers in the district. The study also established that teachers where heads engaged in democratic leadership style seemed more satisfied with their jobs compared to those whose heads engaged in other leadership styles. Nthuni (2012) established that pre-school teachers led by head teachers who practice authoritarian and laissez-faire style of leadership are demotivated to a large extent based on leadership factors singled out by the 4 researcher. The study further reveals that where democratic and transformational leadership styles are practiced, the teachers are highly motivated and inspired.

**Summary of Literature Review**

In summary, leadership is a way one can manage the affairs of the schools in such a way as to achieve the objectives effectively. Various research studies have been carried out on leadership. Others see the leaders as possessing special personal styles, while others do not have which makes them high academic performers. Other leaders feel it is the styles of the leadership, is it democratic or autocratic that leads to high academic performance. There are those who believe that for success in leadership it is the leadership style that determines teacher’s job performance.

Different styles of leadership were also identified by Mirkamal, (2013); as autocratic, democratic and laissez-faire. For any administrative head teacher to work effectively in the schools, certain things has to posses such as being kind, considerate, understanding the teachers, being impartial, stimulate others to action and self-reliant. All these will enable him to stay longer in the office.

As a head teacher in the schools and for proper conduct of schools, he has to open the door of success to his teachers, by directing to the actual things to be done, plans and implemented using available resources for smooth running of the schools. Supervision is seen as making adequate provision for all the condition that is essential for effective learning, effective teaching. Without regular supervision by the head teacher, the aims of the schools system seem to be hampered.

Teacher motivation enhances devotion and seriousness to work, when teachers perform their tasks, they should be given incentives if their right is denied they will not put their ultimate best for achievement of the schools goals.

In conclusion, in a school system in secondary schools in Secondary School in Oji River, a teacher who does not obtain what he/she aspects from the header teachers may be unhappy both with the administrative head teacher and the whole school system and a head teacher who does not get the performance he aspect from the teachers will not administer effectively in handling any situation that came up in secondary schools in Oji River local government area of Enugu state.

**CHAPTER THREE**

**RESEARCH METHOD**

This chapter is discussed under the following sub-headings: Research Design, Area of the Study, Population of the Study, Sample and Sampling Technique, Instrument for Data Collection, Validation of the Instrument, Method of Data Collection and Method of Data Analysis.

**Research Design**

This research is a descriptive survey research design, according to Odo (2012) survey research method is a specific research method employed by researchers to study the sociological and psychological variables that relate to people, vital fact of people, their beliefs and opinions. This type of survey called sample survey, studies both large and small group/population of universe, by selecting and studying samples chosen from the population to discover the relative incidence, distributions and inter-relations of sociological and psychological variables. The design is chosen because through it, the researcher will be able to collect and analyze data as it exists in the field without manipulating any variables. The researcher was able to collect data in order to answer questions concerning the current status of the subjects of the study and assess attitudes and opinion about events, individuals or procedures (Gay, 2013).

**Area of the Study**

The study is carried out in all the eleven (11) Government Secondary Schools in Oji River Local Government Area of Enugu State under Awgu Education.

Oji River is a [Local Government Area](https://en.wikipedia.org/wiki/Local_Government_Areas_of_Nigeria) of [Enugu State](https://en.wikipedia.org/wiki/Enugu_State), [Nigeria](https://en.wikipedia.org/wiki/Nigeria) to the south bordering [Anambra State](https://en.wikipedia.org/wiki/Anambra_State) and [Abia State](https://en.wikipedia.org/wiki/Abia_State). Its headquarters are in the town of Oji River. The towns within Oji River LGA are:  [Inyi](https://en.wikipedia.org/wiki/Inyi%2C_Nigeria),  [Achi](https://en.wikipedia.org/wiki/Achi%2C_Enugu),  [Awlaw](https://en.wikipedia.org/w/index.php?title=Awlaw&action=edit&redlink=1),  [Akpugoeze](https://en.wikipedia.org/w/index.php?title=Akpugo&action=edit&redlink=1)  and  [Ugwuoba](https://en.wikipedia.org/wiki/Ugwuoba) . It has an area of 403 km² and a population of 126,587 at the 2006 census.

**Population of the Study**

The population for the study comprised all the eleven (11) government secondary schools which are made up of eleven (11) head teachers and 87 teachers teaching in the government Secondary Schools in Oji River Local Government Area.

In all there are 71 male teachers and 273 female with a total of 344 teachers teaching in Government Secondary School in Oji River LGA of Enugu State. Annual School Census Report (August, 2014).

**Sample and Sampling Techniques**

Wiersma (2005) describes a sample as a small population of the target population selected systematically from the study. Sampling as defined by Orodho (2004) is the process of selecting a subset of cases in order to draw conclusions about the entire set. Sampling is important because one can learn something about a large group by studying a few of its members thus saving time and money. To sample the head teachers and the teachers, the researcher used According to Mugenda and Mugenda (2009) 10 and 30% of the universe is seen as representative and can be generalized to the population. The researcher however used the higher limit. The sample was therefore 11 head teachers and 87 teachers. Selecting of teachers from each school involved simple random sampling. In doing this, the researcher wrote down all the names of the schools in pieces of paper and randomly select 11 whose heads were involved in the study. To sample the teachers, the number of teachers was divided by the number of schools which yield 3 teachers in a school and I some cases four. The total sample was therefore be 11 head teachers and 87 teachers.

**Instrument for Data Collection**

The main tool for data collection was structured questionnaire. Questions A questionnaire is a research instrument that gathers data over a large sample (Kombo & Tromp, 2006). Questionnaires were used to gather information and data from the respondents (teachers) from various schools. Questionnaires are ideal for survey study (Mugenda & Mugenda 2009) and are widely used in education to obtain information about current conditions and practices and to make enquiries about attitudes and opinions quickly and in precise form. The study used questionnaires on the teachers. Each questionnaire had two parts. Part one dealt with demographic information of the respondents while Part 2 dealt with items on leadership styles and job satisfaction. The questionnaire is a closed ended type, in that the responses of the respondents were controlled within a five point rating scales of Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD), and Undecided (UD).

**Validation of the Instrument**

In order to ascertain the validity of the instrument used for this study, the researcher gave the questionnaire to a specialist in the field of measurement and evaluation who critically examined the instrument's relevance, clarity and effectiveness to school administration. After some criticism by these experts, irrelevant ones were replaced with relevant items. The questionnaire was finally modified and the content validity rated high.

**Reliability of the instruments**

Mugenda and Mugenda (2009) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated tests when administered a number of times. To enhance the reliability of the instrument, a pilot study was conducted. The researcher used test re test method where the instruments were administered to the respondents, the researcher analysed the results and later after two weeks the instruments were read ministered. The aim of pre-testing was used to gauge the clarity and relevance of the instrument items so that those items found to be inadequate for measuring variables were either be discarded or modified to improve the quality of the research instruments. This ensured that the instrument captures all the required data.

**Method of Data Collection**

The researcher visited the selected schools, create rapport with the respondents and explain the purpose of the study and then administer the questionnaire to the respondents. The respondents were assured that strict confidentiality would be maintained in dealing with the identities. The completed questionnaires were collected once they have been filled.The researcher also received the questionnaire from the respondents personally after completion.

**Method of Data Analysis**

Having collected the completed questionnaire, the researcher went ahead to organize and analyze the results. Each item in the questionnaire weighted according to the rating in the 5 points opinion scale of strongly agree, disagree, strongly disagree and undecided with the following respective scale values 5,4,3,2 and 1.

The acceptance level for any questionnaire item will be three (3), which is the mean (x) of the rating scale, it follows that any mean value from three (3) and above of each will be taken to indicate acceptability of the item as a impact of administrative behaviours of head teacher on teachers performance in Oji River Government Secondary Schools while mean values below three (3) of each problem area does not pose influence to school administration in the area under study.

In calculating the mean value of each problem is i.e y, one hundred and two (102) questionnaire were completed and received. This number is xf, the rating scale value of 5,4,3,2 and 1 are used as score (x) while the number of respondents to each item and scale are used as frequencies (f).

 This means that x = fx

 f

**CHAPTER FOUR**

**PRESENTATION AND ANALYSIS OF DATA**

**Discussion of Findings**

The results of the findings are summarized in the table 1-4 below. Each table deals with a specific item on the questionnaire viewed as a major part of leadership styles of head teachers in Government Secondary Schools in Oji River Local Government Area.

**Research Question One**

How does a head teachers’ autocratic leadership style influence government secondary schools teachers’ level of job performance in Oji River LGA?

**Table 4. 1: Teachers’ perceptions of the leadership style of their head**

**teachers**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | Description  | SA | A | D | SD | UD | TOTAL | MEAN |
| 1 | Governs the group through non intervention in whatthey are doing | 45225 | 36144 | 1133 | 816 | 22 | 102 | 4.1 |
| 2 | Suppresses new ideas from members of staff | 34170 | 42168 | 1339 | 714 | 55 | 102 | 3.9 |
| 3 | Has no belief in self and others attaining qualityperformance towards attainment of school goals. | 1155 | 1248 | 38114 | 2550 | 1616 | 102  | 2.8 |
| 4 | Gives room to group members to present their view points before stating his stand  | 27135 | 44176 | 1545 | 1224 | 44 | 102 | 3.8 |
|  | **Total**  | **117** | **134** | **78** | **52** | **27** | **408** |  |

 x = 3.65

 ≅ 3.7

Data in Table 4.1 revealed a mean of 3.7 which indicates that teachers did not view their head teachers as being autocratic. Table 4.1 shows teachers perception of their head teachers as being democratic in their leadership style. The mean obtained from the above table is 3.7 and has a significant factor affecting performance of teachers in government Secondary Schools in Oji River Local Government Area. It is only item number three (3) in the table which says that head teachers has no belief in self and other attaining quality performance towards attainment of school goals, teachers and students that has a mean below 3 point which means it has a negative effect on teachers performance.

**Research Question Two**

To what extent does head teachers’ democratic leadership style influence government secondary schools teachers’ level of job performance in Oji River LGA?

**Table 4. 12 Teachers’ perceptions of the leadership style of their head**

**teachers**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | Description  | SA | A | D | SD | UD | TOTAL | MEAN |
| 5 | Is friendly and easy to dialogue with | 33165 | 49196 | 1339 | 714 | 00 | 102 | 4.1 |
| 6 | Is a good listener to the group | 00 | 31124 | 41123 | 2754 | 33 | 102 | 3.0 |
| 7 | Is shows understanding of teachers viewpoints thoughholding divergent view point with them | 27135 | 44176 | 1545 | 1224 | 44 | 102 | 3.8 |
| 8 | Is patient and encourages staff to frankly and express fullyview points | 31155 | 40160 | 2163 | 918 | 11 | 102 | 3.9 |
| 9 | Encourages the members of staff to openly express theirfeelings | 32160 | 43172 | 1648 | 918 | 22 | 102 | 3.9 |
|  | **Total**  | **123** | **207** | **106** | **64** | **10** | **510** |  |

 x = 3.74

 ≅ 3.7

Data on teachers’ perception of their head teachers as being democratic indicated a mean of 3.7 which according to the likert item represents agreed. Teachers therefore viewed their head teachers were democratic.

**Research Question Three**

In what ways does head teachers laissez-faire leadership style influence government secondary schools teachers’ level of job performance in Oji River LGA?

**Table 4. 3 Teachers’ perceptions of their head teachers’ leadership style**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | Description  | SA | A | D | SD | UD | TOTAL | MEAN |
| 10 | Expects the very best from staff | 22110 | 40160 | 1751 | 1428 | 99 | 102 | 4.13.5 |
| 11 | Expect high quality work from self | 25125 | 47188 | 1545 | 918 | 66 | 102 | 3.7 |
| 12 | Has high opinion over what staff does | 1995 | 33132 | 3090 | 1428 | 66 | 102 | 3.4 |
| 13 | Does not supervise teachers in their teaching/learningassignments | 21105 | 53212 | 1751 | 714 | 44 | 102 | 3.8 |
| 14 | Blames failure or mistakes for low performance onstaff | 1260 | 1768 | 49147 | 1428 | 1010 | 10 | 3.1 |
|  | **Total**  | **99** | **190** | **128** | **58** | **35** | **510** |  |

X = 3.5

Data indicated that teachers agreed with their head teachers had the Laissez faire leadership style as shown by a mean of 3.5. In summary, teachers viewed their head teachers as possessing the democratic leadership style.

**Research Question Four**

How does head teachers’ Leadership style influence teachers working conditions in the schools.

**Table 4. 4 Teachers’ level of satisfaction with job situation in their**

**schools**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| S/N | Description  | SA | A | D | SD | UD | TOTAL | MEAN |
| 15 | Opportunities for Promotion | 21 | 53 | 17 | 7 | 4 | 102 | 3.8 |
| 16 | Amount of teaching load allocated to you per week | 27 | 44 | 15 | 12 | 4 | 102 | 3.8 |
| 17 | Availability of staff houses provided to you by theschool | 19 | 33 | 30 | 14 | 6 | 102 | 3.4 |
| 18 | Special services provided to you such as free lunchand tea provided to you by the school | 20 | 24 | 37 | 11 | 10 | 102 | 3.3 |
| 19 | Extent to which you are provided with teachingmaterials and equipment | 32 | 46 | 13 | 9 | 2 | 102 | 4.0 |
| 20 | Availability of transport facilities provided to you bythe school | 34 | 41 | 14 | 8 | 5 | 102 | 3.9 |
| 21 | The spelling out of your job description by the headteacher | 25 | 47 | 15 | 9 | 6 | 102 | 3.7 |
| 22 | The student-teacher ratio in classrooms in the school | 11 | 12 | 38 | 25 | 16 | 102 | 2.8 |
| 23 | Benefits (Health insurance, life insurance, etc.) | 35 | 37 | 17 | 8 | 5 | 102 | 3.9 |
| 24 | Opportunities for Promotion | 22 | 40 | 17 | 14 | 9 | 102 | 3.5 |
|  | Total  | 246 | 377 | 213 | 117 | 67 | 1,020 |  |

X = 3.6

Data presented in Table 4.4 shows that on average teachers were satisfied with the working conditions in the school. This is shown by an average mean of 3.6. The researcher also sought to establish how teachers were satisfied with pay and promotion in the school.

**CHAPTER FIVE**

**DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATION**

**Discussion of findings:**

How does a head teachers’ autocratic leadership style influence government secondary schools teachers’ level of job performance in Oji River LGA?

The result in table 1 revealed that generally that teachers see their head teachers as being democratic in their leadership style. The mean obtained from the above table is 3.7 and has a significant factor affecting performance of teachers in government Secondary Schools in Oji River Local Government Area. It is only item number three (3) in the table which says that head teachers has no belief in self and other attaining quality performance towards attainment of school goals.

Research Question Two

To what extent does head teachers’ democratic leadership style influence government secondary schools teachers’ level of job performance in Oji River LGA?. Data on teachers’ perception of their head teachers as being democratic indicated a mean of 3.7 which according to the likert item represents agreed. Teachers therefore viewed their head teachers were democratic.

Table Three indicated that teachers agreed with their head teachers had the Laissez faire leadership style as shown by a mean of 3.5. In summary, teachers viewed their head teachers as possessing the democratic leadership style.

Research Question Four

How does head teachers’ Leadership style influence teachers working conditions in the schools.

This data shows that on average teachers were satisfied with the working conditions in the school. This is shown by an average mean of 3.6. The researcher also sought to establish how teachers were satisfied with pay and promotion in the school.

**Conclusions**

Based on the findings of the study, it was concluded that head teachers perceived themselves as democratic. The findings could imply the head teachers would not have associated themselves with other leadership styles which are commonly not regarded as suitable leadership styles. The study also concluded teachers moderately satisfied with their job. The study also concluded that autocratic head teachers negatively influence (2.8) teachers job satisfaction because they adopt harsh leadership styles which are widely detested by the teachers and students alike.

Subordinates get intimidated and stop bringing bad news or any news in fear of getting bashed or blamed for it, and the morale of the workers plummets. Schools led by autocratic head teachers are characterized by a closed climate. Such head teachers are not open-handed and transparent themselves. They are highly aloof and impersonal; who emphasize the need for hard work but fail to work hard themselves. Teachers working in closed climates, according to Halpin (2016), do not work well together, derive little satisfaction from their work and dislike their head teachers.

From the results obtained on a 1-tailed test of significance and 3 degrees of freedom, it was established that there is a positive moderate relationship between the democratic leadership style and teachers’ job satisfaction in Oji River LGA of Enugu State.

Most school head teachers use the democratic leadership style compared to other leadership styles in order to buy in subordinates. Schools are composed of intelligent people whose ideas are crucial in the day-to-day running of the same schools. Teachers, for example, have the capacity to advise effectively on academic matters in the school. Their ideas and contributions cannot be ignored.

This approach to management has led many school managers to rely on participatory governance mechanisms or the democratic leadership style. The

leader in the school uses the democratic leadership style to build trust, respect and commitment because the style allows people to have a say in decisions that affect their goals and how they do their work. School head teachers contend that democracy is the best leadership strategy for school environments because schools are systems with parts that are interrelated. The head teachers, for example, have to motivate the teachers to participate in decision-making because academic progress depends on the quality of teaching exhibited. Today there is a very strong school of thought that schools can no longer be managed by a lone figure at the top of the hierarchy.

Further conclusion was that Laissez-faire leadership style had very strong negative (3.5) relationship with job satisfaction. They leave everything to the mercy of their subordinates, some of whom may lack the necessary skills and competence to execute the work. Others may simply not like to do the work unless they are supervised. Laissez-faire leadership is not the best leadership style to use in the school’s organization because complete delegation without follow-up mechanisms may create performance problems, which are likely to affect the school’s effectiveness.

**Implication of the Study**

The existence of mean value of 3.5 and above in our table where research questions were analysed, show that level performance of teachers in Secondary Schools Oji River local government area come from democratic leadership style of header teachers.

 **Recommendations**

Based on the findings of the study, the following were the recommendations:

1. The study recommends that aspects of promotion prospects such as advancement opportunities, opportunity for in-service training and opportunities for growth should be enhanced.

2. The study recommends that there is need for school administration to come up with modalities of improving teachers job performance so that teachers’ job satisfaction can be enhanced. Head teachers should also enhance their supervisory support to enhance teaches job satisfaction.

3. The study also recommends that some aspects of reward system such as fringe benefits, recognition by the school administration, rewards for job well done should be enhanced in the schools.

**Limitations of the Study**

In carrying out the research work, the researcher made use of the data as provided by the head teachers and some teachers through questionnaire. Though the head teachers could make use of only a sample of (11) ten, head teachers and 87 teachers who could be reached.

The researcher also discovered that some were indifferent, not ready to open, may be for fear of what I do not know. In addition to the above limitation, the mean values obtained from the questionnaire may still not be correct because of the sample size or the crown movement of the respondents.

**Suggestions for Further Studies**

The findings of this study opened up other areas which need to be investigated. These areas include:

(1) Effect of government influence in the secondary schools education in Oji River.

(2) The difference in academic achievement in Urban secondary schools and rural secondary school.

(3) Relationship between motivation of teachers and students and their performance in the secondary schools in Oji River.

**Summary**

The purpose of this study was to analyse the leadership style of head teachers as a determinant of teacher’s job performance in Oji River Government secondary schools. The study was guided by four research objectives.

Objective one sought to examine how autocratic leadership styles used by head teachers influence teachers’ levels of job satisfaction in public secondary schools, objective two sought to assess how democratic leadership styles used by the head teachers influence teachers’ job satisfaction in public secondary schools while objective three sought to establish how Laissez-faire leadership styles used by the head teachers influence teachers job satisfaction in public secondary school and how head teachers’ Leadership style influence teachers working conditions in the schools. The study was carried out using descriptive survey design. The sample comprised of 11 head teachers and 87 teachers. Data was collected by use of questionnaires for head teachers and teachers. The questionnaires were tested for validity and reliability.

Findings on the head teachers’ perception of their leadership styles revealed a

mean of 3.7 and a standard deviation of 3.5 which implied that the head teachers disagreed that they were autocratic in their leadership styles. The findings could imply that the head teachers would not have agreed that they were autocratic since this kind of leadership is perceived as treating human beings as inhuman.

Teachers’ perception of their head teachers as being democratic indicated a mean of 2.57 which according to the likert item represents an undecided. Teachers therefore viewed their head teachers were democratic. In summary, teachers viewed their head teachers as possessing the democratic leadership style.

Findings on the influence of Laissez-faire leadership style on teachers job satisfaction revealed that that there is negative 3.5 relationship between laissez-faire leadership and job satisfaction in secondary schools.

Findings also revealed that teachers were satisfied with the working conditions in the school. This is shown by an average mean of 3.6. Teachers were also satisfied with pay and promotion as indicated by a mean of 3.8. The teachers were satisfied with the amount of teaching load allocation of their job as indicated by a mean of 3.8. Teachers overall level of satisfaction revealed a mean score of 3.6 which implied that teachers moderately satisfied with their job.

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 Determent of Arts and Social Science

 Education, Godfrey Okoye University

 Thinkers Corner, Emene Enugu

 July, 2018.

Dear Respondent,

**SURVEY ON LEADERSHIP STYLE OF HEAD TEACHERS AS A DETERMINANT OF TEACHERS JOB PERFORMANCE IN GOVERNMENT SECONDARY SCHOOLS IN OJI RIVER LGA**

Your response to this research questions will help the researcher to identify the Leadership Style of Head teachers as a determinant of teachers job performance in Oji River Government secondary school.

Please answer the questions correctly as it will be used for academic purpose only. Your answer will be completely confidential.

Thanks for your co-operation.

 Yours sincerely,

**Mbogu Thompson Oriha**

**APPENDIX II**

**Section A: Personal Data**

Name of school:

Sex: Male ( ) Female ( )

Age: 31 -35 ( ) 36 -40 ( ) 40 and above ( )

Marital status: Single ( ) Married ( ) Divorced ( ) Windowed ( ) Highest Educational Qualification: NCE ( ) BSC./HND ( ) B.Ed ( ) Others, specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Section B:**

Topic: Leadership Styles of Head teachers as a determinant of teachers job performance in Oji River LGA.

Dear Sir/Madam/Miss,

You are please required to complete the questionnaire objectives as you can.

Please tick ( ) in the column against the item to indicate your responses.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **S/NO** | **ITEMS**  | **SA** | **A** | **D** | **SD** | **UD** |  |  |
| **A** | **Teachers’ perceptions of the autocratic leadership style of their head teachers.**  |  |  |  |  |  |  |  |
| 1. | Governs the group through non intervention in whatthey are doing |  |  |  |  |  |  |  |
| 2. | Suppresses new ideas from members of staff |  |  |  |  |  |  |  |
| 3. | Has no belief in self and others attaining qualityperformance towards attainment of school goals. |  |  |  |  |  |  |  |
| 4. | Gives room to group members to present their view points before stating his stand  |  |  |  |  |  |  |  |
| **B** | **Teachers’ perceptions of the democratic leadership style of their head teachers** |  |  |  |  |  |  |  |
| 5. | Is friendly and easy to dialogue with |  |  |  |  |  |  |  |
| 6. | Is a good listener to the group |  |  |  |  |  |  |  |
| 7. | Is shows understanding of teachers viewpoints thoughholding divergent view point with them |  |  |  |  |  |  |  |
| 8. | Is patient and encourages staff to frankly and express fullyview points |  |  |  |  |  |  |  |
| 9. | Encourages the members of staff to openly express theirfeelings |  |  |  |  |  |  |  |
| C | Teachers’ perception of their head teachers’ as Laissez-faire leadership style  |  |  |  |  |  |  |  |
| 10. | Expects the very best from staff |  |  |  |  |  |  |  |
| 11. | Expect high quality work from self |  |  |  |  |  |  |  |
| 12 | Has high opinion over what staff does |  |  |  |  |  |  |  |
| 13 | Does not supervise teachers in their teaching/learningassignments |  |  |  |  |  |  |  |
| 14 | Blames failure or mistakes for low performance onstaff |  |  |  |  |  |  |  |
| **D** | **Teachers level of satisfaction with job situation of their schools** |  |  |  |  |  |  |  |
| 15 | Opportunities for Promotion |  |  |  |  |  |  |  |
| 16 | Amount of teaching load allocated to you per week |  |  |  |  |  |  |  |
| 17 | Availability of staff houses provided to you by theschool |  |  |  |  |  |  |  |
| 18 | Special services provided to you such as free lunchand tea provided to you by the school |  |  |  |  |  |  |  |
| 19 | Extent to which you are provided with teachingmaterials and equipment |  |  |  |  |  |  |  |
| 20 | Availability of transport facilities provided to you bythe school |  |  |  |  |  |  |  |
| 12 | The spelling out of your job description by the headteacher |  |  |  |  |  |  |  |
| 22 | The student-teacher ratio in classrooms in the school |  |  |  |  |  |  |  |
| 23 | Benefits (Health insurance, life insurance, etc.) |  |  |  |  |  |  |  |
| 24. | Opportunities for Promotion |  |  |  |  |  |  |  |