

Leadership Styles And Teachers' Performance In Public Secondary Schools In Bayelsa And Delta States

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Abstract: *This study determined the impact of leadership styles, school culture and job satisfaction on public secondary school teachers' job performance in Bayelsa and Delta States. Three research questions and three hypotheses were raised and tested. This study is a correlational survey based on the ex-post facto research design. The population of this study consisted of 20,251 teachers and principals. The sample comprised of 587 respondents. A self-developed instrument was used for data collection. The instrument was subjected to validation by experts in the Department of Educational Management and Foundations. Cronbach Alpha was applied for the computation of the reliability and a general coefficient 0.82 was obtained. The researcher administered the instrument to the respondents and retrieved them for data analysis. The research questions were answered using mean score and standard deviation, Pearson Product Moment Correlation Statistics and the hypotheses were tested using t-test and regression at $p \leq 0.05$ level of significant. Based on the analyses the study found out that the dominant style in public secondary schools in Bayelsa and Delta States was the democratic leadership style, the level of job performance of secondary school teachers in Bayelsa and Delta States, there was a significant positive relationship between leadership styles and teacher job performance. The conclusion was drawn in line with the findings that leadership style impact on teachers' job performance in public secondary schools in Bayelsa and Delta States. Based on the findings and conclusion recommendations were made among others that principals should adopt leadership styles that foster collaboration and trust, particularly focusing on democratic leadership, as it has the greatest impact on teacher job performance.*

Keywords: Leadership Styles, Teachers' Performance, Public Secondary Schools

INTRODUCTION

Education is well-known for its role as a light and beacon of hope which illuminates one's path and provides individuals with the ability to navigate the complexities of life and contribute positively to society. Among the three levels of education in Nigeria, secondary education serves as the foundation of advanced knowledge in tertiary education. Secondary schools in Nigeria provide children with a second phase of formal, compulsory education after six years in primary school. Secondary school education is critical for Nigeria's further education, as evidenced by the formation of secondary education in the country and the switch from the 6-5-4 system to the 6-3-3-4 system of education (Udofia, 2021).

The primary objective of secondary education in Nigeria is to promote intellectual development. This involves providing students with a broad and balanced curriculum that covers various subjects such as Mathematics, English Language, Sciences, Social Sciences, and Arts. The curriculum is designed to stimulate critical thinking, problem-solving skills, and creativity among students. Another important objective of secondary education in Nigeria is to develop vocational and technical skills. This is to ensure that students are equipped with practical skills that are relevant to the needs of the society and the economy. The curriculum includes vocational subjects such as Home Economics, Agricultural Science, Technical Drawing, and Computer Science, among others. Secondary education in Nigeria also aims to promote moral and ethical development among students. The curriculum includes subjects such as Civic Education, Religious Studies, and Social Studies, which help students develop a sense of responsibility, respect for others, and ethical values. The National Policy of Education (2014) emphasizes the importance of citizenship education in secondary schools. This objective seeks to instill in students a sense of national identity, patriotism, and active participation in the democratic process. Subjects like Government, History, and Economics are included in the curriculum to achieve this objective.

Lastly, secondary education in Nigeria particular in Bayelsa and Delta states aims to promote personal development among students. This includes developing their physical, emotional, and social well-being. Extracurricular activities such as sports, clubs, and societies are encouraged to foster a well-rounded personality. These wholesome objectives required cannot be actualized with a teacher in the system.

The most valuable legacy parents can give to their children is education. Their success in education has a huge impact on their potential for success in life. Any country's ability to develop depends largely on the quality of its educational system. Increasing literacy contributes to economic development by enhancing wellbeing, dietary intake, and work performance. Teachers have a crucial role to play in the success of any educational system. Teachers support high-quality education from the teaching and learning perspective through innovative ideas, engagement and encouragement of creative and diverse thinking. Without teachers playing crucial roles in guaranteeing the success of educational institutions, education cannot achieve its core objectives. In other words, the importance of teachers in any educational institution cannot be overemphasized. Teachers play a central role as implementers of the curriculum in the classroom level. Teachers' efforts in the areas of instruction and learning result in the right advancement of knowledge, capabilities, attitudes, and values that empower students to live successfully as productive individuals and to make a difference in their communities.

The effective implementation of any curriculum depends very much on the quality of the teachers. Hence, what they do or fail to do could directly or indirectly affect the attainment of instructional objectives in the classroom. This means that the success and failure of educational activities highly depend on teachers' job performance. Teachers play a central role as implementers of the curriculum at the classroom level. As such, their actions or inactions can directly or indirectly affect classroom instruction. In other words, the quality of secondary education in any nation can be gauged by the job performance of its teachers. Teachers play a crucial role in shaping the minds and futures of their students. The level of their job performance is a topic of great importance and debate in the field of education. Overall, evaluating teachers' job performance is crucial for continuous improvement in education and maximizing student success in achieving its goals.

Job performance may be regarded as the process by which the teacher is able to realise an optimum level of their job in an effort to fulfil the school objectives. Umar (2018) defined teacher performance as the overall classroom management, effective teaching, motivation to teach, school and classroom punctuality as well as good team work. He further asserted that teachers' performance is the extent to which the teacher achieves school objectives through lesson preparations which involves schemes of work, lesson plans, record of work done, preparing and using learners' registers and actual classroom teaching. Teacher job performance is a very important aspect of education because effective teaching helps students' learning as well as enhancing the students' academic performance or achievement. It has become even more important with the emphasis on quality in higher education.

Teacher job performance do not only impact the entire educational curricula allotted to teachers in the best and the most efficient manner but also ensures the best possible academic performance and an optimum development of the personality of the students. In the present scenario where there is a fierce competition in every sphere of life, teacher job performance becomes imperative to empower the students to face the emerging challenges of the global world. Since a teacher's main job is to increase student learning and success rate, teachers' job performance has been directly linked to the process and product of education. Mupa and Chinooneka (2015) show that declining rate of teachers' job performance is negatively affecting the teaching and learning process as well as other instructional activities at school. It is therefore important to identify the factors that will influence teacher's job performance.

One factor that might influence teachers' job performance is principal's leadership style. The leadership style employed by school administrators is complex and plays an integral role in enhancing or reducing teachers' job performance. Leadership style is a particular behaviour applied by a leader to motivate subordinates to work harder and smarter in order to achieve the objectives of the organization. It is the manifestation of the dominant pattern of behaviour of a leader. It is also a process through which a school administrator influences a teacher or group of teachers in the attainment of educational goals (Omolayo, 2015). This implies that leadership style is the way in which administrative process is carried out. Leadership style encompasses how they relate to others within and outside the organization, how leaders view themselves and their positions and to a large extent whether or not they are successful as leaders. A leadership style is a leader's method of providing direction, implementing plans, and motivating people. Various authors have identified many different styles as exhibited by leaders in the educational, political, business and other fields. However, leadership styles in this present study include democratic, autocratic and laissez-fair.

A democratic leadership style is one in which the leader actively involves the people being led in the affairs and the decision making process that has to do with issues concerning the organization or school. It is a process whereby the superior seeks the subordinates' opinion before making a choice in critical issues or matters that may affect them. In this leadership style, the head asks the team members for input on a potential course of action before making a choice, or the boss may solicit group input while building ideas before making a choice. Democratic style of leadership means that leaders work together with others, including discussing matters with the teachers before taken decision. In addition to relieving school administrators of their numerous duties, the democratic style of leadership when effectively used by head teachers fosters a sense of accountability, hard work, motivates and encourages creativity of teachers and improves teachers' job performance.

The autocratic leadership style refers to the directive or dictatorial leadership style by the school head wherein he or she determines activities to be done, dictates methods and techniques of accomplishing the activities, closely supervises the way things are done and does not involve teachers in decision making. Autocratic leadership is important when the situation requires the head of school to make quick decision. Because autocratic leaders make decisions without informing staff, people in the group may dislike the leader and are unwilling to contribute ideas. The autocratic leader may lack creative solutions to unique or new problems. This can hurt the performance of the group. It tends to create hostility between the school head and members of staff. However, autocratic leadership is useful in situations where there is little time for group decision-making or where the leader is the most knowledgeable member of the group. The autocratic style is good when the situation calls for rapid decisions and actions.

A Laissez-faire leadership style is where the leader, the school head, makes decisions and allows members of staff the autonomy to make their own decision and manage their own desks without interference.

From the forgoing discussion one could infer that leadership style presumably have impact on teachers' job performance. Informal conversations with teachers from different secondary schools that took place at subject cluster group meetings, union meetings, sports meetings, workshops, and seminars have indicated that teachers face enormous obstacles that hinder their ability to perform their jobs in the classroom. The job performance level of teachers, especially those teaching in secondary schools, is below

standard (Wolf, Torrente, McCoy, & Rasheed, 2015). This is an indication of how well they perform their teaching job in the classroom.

When teachers have good principal leadership style they are more to actively engage in the teaching process. They become more motivated, confident in their abilities, and better equipped to meet the diverse learning needs of their students. This, in turn, leads to increased job performance.

Statement of the Problem

In every secondary school in Nigeria, Bayelsa and Delta States in particular, appropriate leadership style, positive school culture and job satisfaction are required to enhance teachers' job performance. Teachers' job performance is a key determinant of the quality of education and in any organization it leads to attaining the set goals and objectives and students' academic achievement.

The rationale for this study stems from the understanding or belief that teachers' job performance in Bayelsa and Delta States is on the decline. The declining teachers' job performance is evidenced by teachers' perpetual lateness to school, absence from classes, inadequate preparation of lesson notes, and frequent quarrel or disagreement between principals and teachers. It also appears that the dwindling job performance among teachers' in secondary schools in these states is due to the existing leadership styles among secondary school teachers. But how these variables have affected teachers' level of performance in these states is not known. Therefore, this study is set out to investigate the relationship between principals' leadership styles and secondary school teachers' job performance in Bayelsa and Delta States?

Research Questions

The following research questions were raised to guide this study.

1. What is the dominant principal leadership style in public secondary schools in Bayelsa and Delta States?
2. What is the level of job performance of secondary school teachers in Bayelsa and Delta States?
3. What relationship exist between principals' leadership style and teacher job performance in public secondary school in Bayelsa and Delta States

1.4 Hypotheses

The following null hypotheses were formulated to guide the study:

1. There is no significant difference between the dominant leadership style in Bayelsa public schools and that of Delta State public secondary schools
2. There is no significant difference between the level of job performance of teachers in public secondary schools in Bayelsa and that of teachers in Delta State public secondary school
3. There is no significant relationship principals' leadership style and teacher job performance in public secondary school in Bayelsa and Delta States

RESEARCH METHOD

This study is a correlational survey based on the *ex-post facto* research design. Correlational survey research design is a type of study that investigates the relationships between two or more variables without manipulating any of them. The population of this study comprised of twenty thousand two hundred and fifty-one (20,251) teachers and principals as the respondents. This figure consisted of 188 principals and 4707 teachers from Bayelsa State and 479 principals and 14,877 teachers from Delta State public secondary schools. The sample for the study consists of 587 principals and teachers from Delta and Bayelsa States. The sample size consists of 311 teachers and 22 principals drawn from 194 secondary schools from 10 Local Government Areas selected, while that of Bayelsa state 241 teachers and 13 principals drawn from 120 secondary schools from the 8 Local Government Areas selected.

The multi-stage cluster sampling technique was adopted in selecting the sample for this study. This method is a combination of the simple random sampling and the stratified sampling techniques. A self-developed instrument based on the review of the related literature was used to collect data for the study. The instrument was titled Leadership Styles and Teachers' Job Performance Questionnaire, (LSJPQ) The instrument was validated by expert in the Department of Educational Management and Foundations Delsu Abraka. The items were scrutinized to find out if they were devoid of ambiguity and if they were relevant and adequate in scope for the study. All suggestions, comments, recommendations, corrections on spelling errors, grammatical errors as well as addition of new items were effected to ensure the face and content validity of the instruments.

To test for the reliability, Cronbach Alpha (which ranges from 0+01) was used to measure the internal consistency of the items in the instrument. The questionnaire was administered to 20 teachers and 10 principals in Edo which is outside the study area. The coefficient of correlation (r) was applied for the computation of the reliability of the instrument and the coefficient for the Leadership Styles Subset was (0.86) and Teachers Job Performance was (0.88). The instrument was administered to the respondents in the sampled schools in Bayelsa and Delta States by the researcher with the help of four trained research assistants. Out of the 587 questionnaire administered to the respondents 564 of the instrument was retrieved from the respondents in Delta and Bayelsa States, this show a high rate of return of the instrument.

The research questions were answered using frequency, percentage, mean score, graph, and standard deviation, while Pearson Product Moment Correlation Statistics was used to test the hypotheses at 0.05 level of significance. For the research questions a mean score of 2.50 was used as the benchmark. Items with a mean score of 2.50 and below was considered to be disagree, and 2.51 and above as agree. Positive (+) and negative (-) signs were used to indicate respondents' agreement or disagreement with

each of the items on the instrument depending on the mean score. While simple regression was used to test for some of the hypotheses to determine the relationship between the independent variable and the dependent variable, multiple regression was used to analyse hypotheses that incorporate multiple independent variables at 0.05 level of significant,

RESULTS AND DISCUSSION

Research Question One

What is the dominant leadership style in public secondary schools in Bayelsa and Delta States?

Table 1: Mean and Standard Deviation(SD) Responses of Teachers on dominant leadership style in public secondary schools in Bayelsa and Delta States (N=546).

	Leadership Styles	Bayelsa State			Delta State			Both states		
		Mean	SD	D	Mean	SD	D	Mean	SD	D
	Authoritarian leadership style									
1	Members need to be supervised closely or they are not likely to do their work	2.42 (3rd)	1.00	-	2.97 (3rd)	1.0 5	+	2.74 (4th)	1.06	+
2	It is fair to say that most members in the general population are lazy	2.36 (4th)	1.09	-	3.06 (2nd)	0.9 6	+	2.76 (3rd)	1.07	+
3	As a rule, members must be given rewards or punishments in order to motivate them to achieve organizational objective	2.59 (2nd)	0.79	+	3.06 (2nd)	0.8 8	+	2.86 (2nd)	0.88	+
4	Most members feel unsecure about their work and need direction	2.60 (1st)	1.10	+	3.08 (1st)	0.8 7	+	2.87 (1st)	1.01	+
5	The leader is the chief judge of the achievements of the members of a group	2.59 (2nd)	1.06	+	2.29 (6th)	1.0 7	-	2.42 (6th)	1.07	-
6	Effective leaders give orders and clarity procedures	2.25 (5th)	0.99	-	2.83 (5th)	1.0 2	+	2.58 (5th)	1.05	+
	Cluster mean	2.47	1.01	-	2.88	0.9 7	+	2.71	1.02	+
	Democratic leadership style									
1	Members want to be a part of the decision making process	2.76(6 th)	1.07	+	2.85 (7th)	1.0 5	+	2.84 (5th)	1.06	+
2	Providing guidance without pressure is the key to being a good leader	2.99 (2 nd)	1.05	+	2.86 (6th)	1.0 8	+	2.91 (4th)	1.07	+
3	Most members want frequent and supportive communication with their leaders	2.97 (3 rd)	0.99	+	2.90 (5th)	1.1 2	+	2.99 (2nd)	1.07	+
4	Leaders need to help members accept responsibility for completing their work	2.88 (4 th)	0.85	+	2.93 (4th)	0.8 7	+	3.13 (1st)	0.89	+
5	It is the leader's job to help members find their "passion"	3.02 (1st)	0.86	+	2.98 (3rd)	1.0 4	+	2.97 (3rd)	0.97	-
6	People are basically competent and if given a take will do a good job	2.77 (5 th)	0.92	+	3.01 (2nd)	1.0 6	+	2.82 (6th)	1.00	+
	Cluster mean	2.89	0.96	+	2.98	1.0 4	+	2.94	1.01	+
	Laissez-Fair leadership style									
1	In complex situations, leaders should let members work out problems on their own	2.28 (6th)	0.92	-	2.04 (6th)	1.0 5	-	2.15 (6th)	1.01	+
2	Leadership requires staying out of the way of members as they do their work	2.34 (5th)	1.02	-	2.44 (5th)	1.0 3	-	2.39 (5th)	1.03	+
3	As a rule, leaders should allow members to appraise their own work	2.99 (1st)	0.73	+	2.75 (4th)	1.0 9	+	2.90 (3rd)	0.96	+
4	Leaders should give members complete freedom to solve problems on their own	2.76 (2nd)	0.92	+	2.78 (3rd)	0.9 1	+	2.95 (1st)	0.93	+

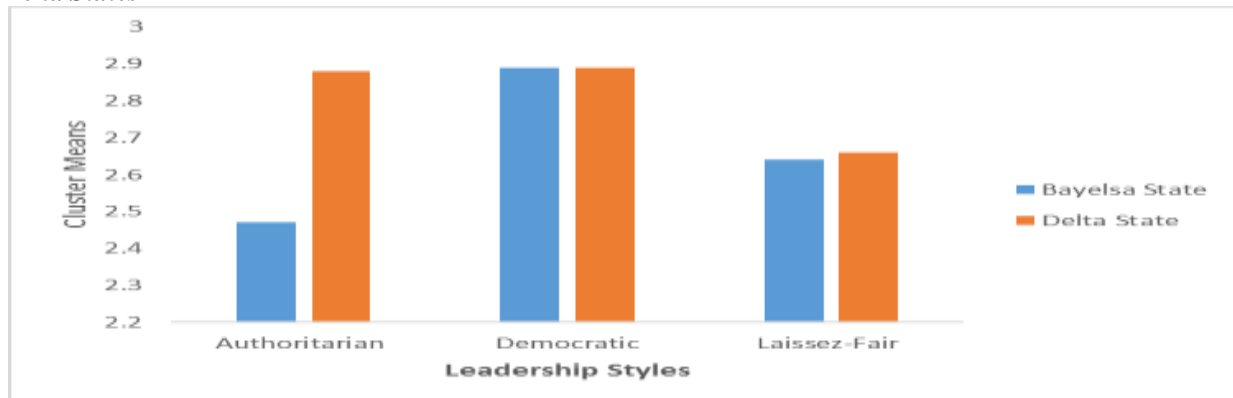
5	In most situations members prefer little input from the leaders	2.74 (3rd)	1.25	+	2.83 (2nd)	1.1 6	+	2.75 (4th)	1.20	-
6	In general, it is best to leave members alone	2.73 (4th)	1.25	+	3.10 (1st)	1.1 4	+	2.76 (2nd)	1.19	+
	Cluster mean	2.64	1.02	+	2.66	1.0 6	+	2.65	1.05	+

Bench Mark Mean: 2.50. Key: + =accepted - =not accepted, D=Decision

Table 3 clearly shows the cluster mean ratings of leadership styles in public secondary schools in Bayelsa and Delta States. In Bayelsa State, the cluster mean for democratic leadership style is 2.89 (SD = 0.96), which is higher than those of the authoritarian leadership style (2.47, SD = 1.01) and the laissez-faire leadership style (2.64, SD = 1.02). This indicates that the democratic leadership style is most favorably used by principals in Bayelsa State. In Delta State, the cluster mean for democratic leadership style is 2.98 (SD = 1.04), followed closely by the authoritarian leadership style (2.88, SD = 0.97) and the laissez-faire leadership style (2.66, SD = 1.06). This suggests that while all three styles are used above the benchmark mean of 2.50, the democratic leadership style is slightly more dominant in Delta State. Overall, the results indicate that the democratic leadership style is the dominant leadership style in public secondary schools across Bayelsa and Delta States.

In both States, the cluster mean for democratic leadership style is 2.94 (SD = 1.01), followed closely by the authoritarian leadership style (2.71, SD = 1.02) and the laissez-faire leadership style (2.65, SD = 1.05). This suggests that while all three styles are used above the benchmark mean of 2.50, the democratic leadership style is however more dominant in both State. Overall, the results indicate that the democratic leadership style is the dominant leadership style in public secondary schools across Bayelsa and Delta States.

Figure 1: Bar Chart Showing the Cluster Mean Ratings of Leadership Styles in Public Secondary Schools in Bayelsa and Delta States



Research Question Two

What is the level of job performance of secondary school teachers in Bayelsa and Delta States?

Table 2: Mean and Standard Deviation(SD) Responses of Teachers on the level of job performance of secondary school teachers in Bayelsa and Delta States(N=546).

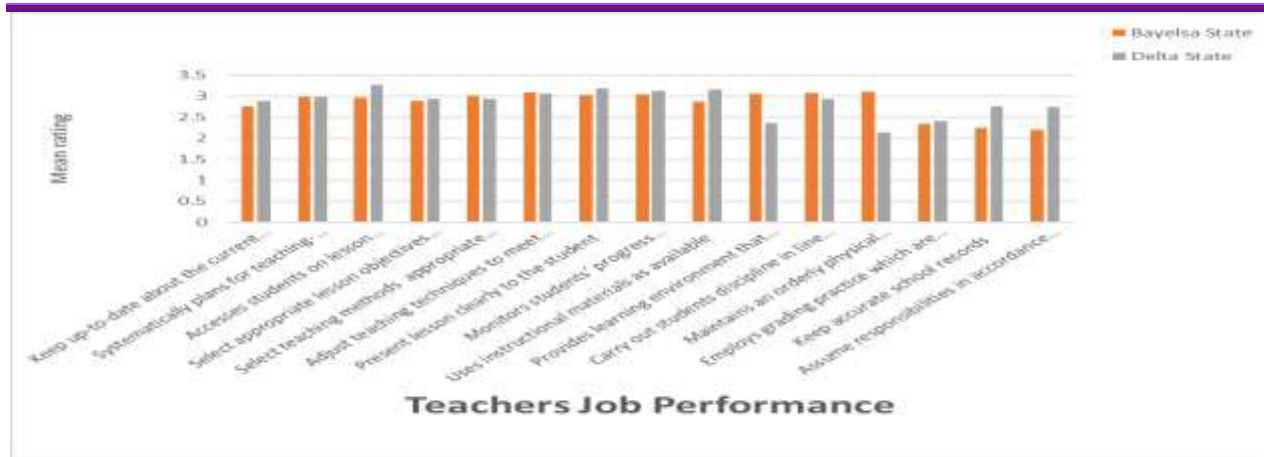
	Teachers Job Performance	Bayelsa State			Delta State			Both States		
		Mean	SD	D	Mean	SD	D	Mean	SD	D
1.	Keep up-to-date about the current knowledge in subject area	2.76 (9th)	1.0 6	+	2.89 (9th)	1.06	+	2.84 (9th)	1.06	+
2.	Systematically plans for teaching- learning	2.99 (6th)	1.0 5	+	2.99 (7th)	1.14	+	2.99 (6th)	1.10	+
3.	Accesses students on lesson objectives as required	2.97 (7th)	0.9 9	+	3.26 (1st)	0.88	+	3.14 (1st)	0.94	+
4.	Select appropriate lesson objectives for curricular adherence	2.88 (8th)	0.8 5	+	2.93 (8th)	1.04	+	2.91 (8th)	0.97	+

5.	Select teaching methods appropriate to the achievement of the objectives	3.02 (5th)	0.86	+	2.93 (8th)	1.04	+	2.97 (7th)	0.97	+
6.	Adjust teaching techniques to meet the learning needs of the students	3.09 (2nd)	0.80	+	3.05 (6th)	1.03	+	3.07 (3rd)	0.94	+
7.	Present lesson clearly to the student	3.03 (4th)	0.96	+	3.19 (2nd)	0.86	+	3.12 (2nd)	0.91	+
8.	Monitors students' progress throughout the lesson	3.04 (3rd)	0.87	-	3.13 (4th)	0.85	+	3.10 (3rd)	0.86	+
9.	Uses instructional materials as available	2.86 (10th)	0.94	-	3.15 (3rd)	0.81	+	3.03 (5th)	0.88	+
10.	Provides learning environment that stimulates students' achievement	3.07 (3rd)	0.99	-	2.36 (13th)	1.08	+	2.66 (10th)	1.11	+
11.	Carry out students discipline in line with school standard	3.08 (2nd)	0.99	+	2.93 (8th)	0.98	+	2.99 (6th)	0.99	+
12.	Maintains an orderly physical environment	3.10 (1st)	0.91	+	2.14 (15th)	1.08	+	2.56 (12th)	1.12	+
13.	Employs grading practice which are consistent with school grading policies	2.35 (12th)	1.15	-	2.42 (12th)	1.03	+	2.39 (13th)	1.08	+
14.	Keep accurate school records	2.24 (13th)	0.96	-	2.75 (10th)	1.13	+	2.53 (11th)	1.09	+
15.	Assume responsibilities in accordance with school policies	2.20 (14th)	1.01	-	2.74 (11th)	1.12	+	2.51 (12th)	1.11	+
	Grand mean	2.85	0.96	+	2.86	1.01	+	2.85	1.01	+

Mean bench mark=2.50 Below 2.50 Low (-) and 2.50=high (+); D=Decision

In Table 2, the data highlights the level of job performance of secondary school teachers in Bayelsa and Delta States. Several items related to teachers' job performance scored above the benchmark mean of 2.50, indicating that teachers in both states generally exhibit a high level of performance in various areas. In Bayelsa State, the highest mean score was recorded for "Maintains an orderly physical environment" (Mean = 3.10), followed by "Adjust teaching techniques to meet the learning needs of the students" (Mean = 3.09), and "Provides learning environment that stimulates students' achievement" (Mean = 3.07). These reflect strengths in classroom management and adaptability to students' needs. In Delta State, the highest mean score was for "Accesses students on lesson objectives as required" (Mean = 3.26), followed by "Present lesson clearly to the student" (Mean = 3.19), and "Uses instructional materials as available" (Mean = 3.15). These results emphasize the ability of teachers to assess students effectively and deliver clear lessons. Lower-performing items in Bayelsa included "Employs grading practices consistent with school grading policies" (Mean = 2.35) and "Keep accurate school records" (Mean = 2.24). Similarly, in Delta, items such as "Maintains an orderly physical environment" (Mean = 2.36) and "Assume responsibilities in accordance with school policies" (Mean = 2.74) showed room for improvement. Despite these variations, the grand means of 2.85 for Bayelsa and 2.86 for Delta are both above the benchmark mean of 2.50. This indicates that the overall level of job performance among secondary school teachers in these states is high. Teachers demonstrate competence in planning, presenting lessons, and adapting to students' needs, which are critical to effective teaching and learning.

Figure 2: Bar Chart showing the mean ratings for teacher job performance in both Bayelsa and Delta State



Research Question Three

What relationship exist between principals' leadership style and teacher job performance in public secondary school in Bayelsa and Delta States

Table 3: Multiple Correlation Analysis of the Relationship Among Leadership Styles, and Teachers' Job Performance in Bayelsa and Delta States

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.395	.053		7.532	.000
	Authoritarian leadership style	.473	.018	.604	25.911	.000
	Democratic leadership style	.199	.018	.226	11.230	.000
	Laissez-Fair leadership style	.199	.019	.257	10.760	.000

a. Dependent Variable: j Job Performance

Table 5 is a Multiple Correlation Analysis of the relationship among leadership styles and teachers' job performance in Bayelsa and Delta States. the unstandardized coefficient (B) for predicting teacher job performance from the various leadership styles are: Authoritarian leadership style: $B = 0.473$, $t = 25.911$, $p = 0.000$, Democratic leadership style: $B = 0.199$, $t = 11.230$, $p = 0.000$, Laissez-faire leadership style: $B = 0.199$, $t = 10.760$, $p = 0.000$. The corresponding standardized coefficients (β) are: Authoritarian leadership style: $\beta = 0.604$; Democratic leadership style: $\beta = 0.226$, Laissez-faire leadership style: $\beta = 0.257$ Since all three leadership styles have p-values less than 0.05, they all significantly contribute to the prediction of teacher job performance. However, authoritarian leadership style contributed most, followed by laissez-faire leadership style and democratic leadership style, respectively.

Hypothesis One

There is no significant difference between the dominant leadership style in Bayelsa public schools and that of Delta State public secondary schools

Table 4

Independent t-test Analysis of the difference between the Dominant Leadership Style in Bayelsa Public Schools and That of Delta State Public Secondary Schools

	State	N	Mean	Std. Deviation	df	t-cal.	Sig. (2-tailed)	Decision
dominant leadership style	Bayelsa	236	2.8990	.56224	544	1.48	.140	Null hypotheses accepted
	Delta	310	2.9812	.69796				

$\alpha = 0.05$

Table 4, the independent t-test analysis of the difference between the dominant leadership style in Bayelsa public schools and that of Delta State public secondary schools with t-calculated = 1.48, Sig. (2-tailed) = 0.140 at alpha value of 0.05 level of significant. Since the p-value (0.140) is greater than α (0.05), the null hypothesis was accepted. This means that there is no significant difference between the dominant leadership style in Bayelsa public schools and that of Delta State public secondary schools.

Hypothesis Two

There is no significant difference between the level of job performance of teachers in public secondary schools in Bayelsa and that of teachers in Delta State public secondary school

Table 5

Independent t-test Analysis of the level of job performance of teachers in public secondary schools in Bayelsa and that of teachers in Delta State public secondary school

	State	N	Mean	Std. Deviation	df	t-cal.	Sig. (2-tailed)	Decision
level of job performance	Bayelsa	236	2.84	.44	544	.322	.747	Null hypotheses accepted
	Delta	310	2.86	.55				

$\alpha = 0.05$

Table 5, the independent t-test analysis of the difference between the level of job performance of teachers in public secondary schools in Bayelsa and that of teachers in Delta State public secondary school with t-calculated = 0.322 and Sig. (2-tailed) = 0.747 at alpha value of 0.05 level of significant. Since the p-value (0.747) is greater than alpha (0.05), the null hypothesis was not rejected. This means that there is no significant difference between the level of job performance of teachers in public secondary schools in Bayelsa and those in Delta State public secondary schools.

Hypotheses: There is no significant relationship between principals' leadership styles and teacher job performance in public secondary school in Bayelsa and Delta States

Table 6: Summary of Multiple Regression Analysis of the Relationship Between leadership styles and teacher job performance in public secondary Schools in Bayelsa and Delta States

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	113.635	3	37.878	839.943	.000 ^b
Residual	24.442	542	.045		
Total	138.077	545			

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig.
1 (Constant)	.395	.053		7.532	.000
Authoritarian leadership style	.473	.018	.604	25.911	.000
Democratic leadership style	.199	.018	.226	11.230	.000
Laissez-Fair leadership style	.199	.019	.257	10.760	.000

$\alpha = 0.05$

Table 6 shows the multiple regression analysis of the relationship between leadership styles and teacher job performance in public secondary schools in Bayelsa and Delta States. The calculated F = 839.943, with df (3, 542) and a p-value of 0.000. The p-value is less than the 0.05 level of significance. Thus, the null hypothesis, which states that there is no significant relationship between leadership styles and teacher job performance in public secondary schools in Bayelsa and Delta States, is rejected. This indicates that there is a significant relationship between leadership styles and teacher job performance in public secondary schools in Bayelsa and Delta States. The unstandardized coefficient (B) for predicting teacher job performance from the various leadership styles are: Authoritarian leadership style: B = 0.473, t = 25.911, p = 0.000, Democratic leadership style: B = 0.199, t = 11.230, p = 0.000, Laissez-faire leadership style: B = 0.199, t = 10.760, p = 0.000. The corresponding standardized coefficients (β) are: Authoritarian leadership style: $\beta = 0.604$; Democratic leadership style: $\beta = 0.226$, Laissez-faire leadership style: $\beta = 0.257$ Since all three leadership styles have p-values less than 0.05, they all significantly contribute to the prediction of teacher job performance. However, authoritarian leadership style contributed most, followed by laissez-faire leadership style and democratic leadership style, respectively.

Discussion of results

Dominant Leadership Style in Public Secondary Schools in Bayelsa and Delta States

The first finding of this study revealed that the dominant leadership style in public secondary schools in Bayelsa and Delta States is the democratic leadership style, with no significant difference between the leadership styles in both states. This result suggests that

principals in these schools generally prefer involving teachers in decision-making processes, fostering collaboration, and promoting open communication. Nevertheless, the democratic leadership style in the two states slightly differ. The difference in the democratic leadership style across the two states may be attributed to different educational policies and principal training programmes. This finding is consistent with previous studies that identified authoritarian leadership as a prevalent style in public institutions in Nigeria due to its perceived effectiveness in ensuring compliance. The finding is in line with the study of Kasule (2009) who opined that 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. The finding is also supported by the study of Dubrin (2009) who stated that 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. The finding is also in consonance with the study of Ajayi (2017) also summarized leadership style as follows; Autocratic- self-defense, is a leader who insists things done his own way without the goal of the organization or without recourse to the organization pattern laid down. Autocratic –nomothetic style is a leader who stresses the attainment of goal of the organization to the neglect or the expense of the individual needs of the members of the group. The finding also agrees with Mgbodile (2016) stated that autocratic leadership style appears generally self-centered and allow minimum participation of the subordinate in decision making.

The Level of Teachers' Job Performance in Bayelsa and Delta States

The second findings revealed that level of teachers' job performance is moderate. This means that level of teachers' job performance is an important factor in terms of organization success and achievements. If changes occur in external environment, then it is necessary for an organization to adopt to these changes because it may motivate to gain a competitive advantage and which will help teachers to perform better. This finding aligns with Latt, (2018) who shows that external factors, such as policy regulations and supervision, can mitigate individual variations in job satisfaction, leading to unequal performance levels across regions. The finding is also supported with the study of Prokopenko (2016) explained that teachers occupy a central role as the principal resources in performance in terms of application and effectiveness. In a study carried out by Meindl (2018), however, asserted that teacher's performance is determined by the worker's level of participation in the day to day running of the organization. Supporting this assertion, Adepoju, (2016) outlined some variables of teacher's performance which include effective teaching, lesson note preparation, effective use of scheme of work, effective supervision, monitoring of students work and disciplinary ability are virtues which teachers should uphold effectively in the school system. Davies (2020) noted that leadership style and quality of leadership do affect job and job performance in an organization. Oluka (2014) investigated the relationship between principals' leadership style and teachers' level of co-operation and compliance in schools in Abia State. The finding, among others, showed that teachers' cooperation is very high when the principals' leadership style is friendly like in the use of democratic style

Relationship Between Leadership Style and Teacher Job Performance

Finally, the third finding indicated a positive relationship among leadership style, and teachers' job performance. This suggests that these factors are interconnected and collectively influence teachers' performance in public secondary schools in Bayelsa and Delta States. Effective leadership enhances job performance. This finding reinforces the importance of a holistic approach to school management, where leadership, culture, and satisfaction are all considered in efforts to improve teacher performance and student outcomes. This holistic perspective supports the work of Ukeje (2021), who found that leadership is a critical determinant of the overall school environment and teacher outcomes.

Conclusion

In line with the findings of this study, it was concluded that the dominant leadership style in public secondary schools in Bayelsa and Delta States is democratic, with slight difference in the democratic leadership style in both states. Furthermore, it was concluded that the dominant school culture in both states is characterized by trust, professional collaboration, shared program development, and alignment with the school mission. Moreover, there is a significant positive relationship between leadership style and teacher job performance in public secondary schools in Bayelsa and Delta States.

Recommendations

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

1. Principals should adopt leadership styles that foster collaboration and trust, particularly focusing on democratic leadership, as it has the greatest impact on teacher job satisfaction.
2. The Post Primary Education Boards in Bayelsa and Delta States should implement leadership development programs to train school principals on how to balance authoritarian, democratic, and laissez-faire leadership styles effectively to improve school culture and teacher satisfaction.
3. The Ministry of Education should develop policies that promote professional collaboration and trust among teachers, encouraging practices that align with the school's mission and shared program development in both Bayelsa and Delta States.

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