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Principals' Leadership Style and Staff Job Performance in Selected Secondary Schools in Emohua Local Government Area of Rivers State, Nigeria

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Abstract

This study examined the relationship between principals' leadership style and staff job performance in Emohua Local Government Area of River State. The study was carried out within the period of 2007-2016 in secondary schools in Emohua Local Government Area of Rivers State. Path-Goal theory was adopted as the theoretical framework of analysis for the study. We reviewed the concepts of leadership, leadership style, types of leadership and staff job performance. Questionnaire items and interview methods were used to elicit primary data, and documentary method was applied to collect secondary data for the study. A total of 210 questionnaires containing 21 questionnaire items each were administered, and 195 questionnaires were successfully retrieved without error and used for the study. The primary data were presented and analysed in tabular and percentage frequency. Content analysis was used to analyse the secondary data. The study findings identified 10 different leadership styles adopted by different principals in different secondary schools in the area, and emphasized that the various leadership styles have significant effects on the staff job performance in the schools. Also, the findings proved that the principals face leadership challenges in the discharge of their administrative functions in the schools. Upon the findings, the study recommended that the principals should adopt the needed leadership style in their

school to enhance staff job performance, that the various leadership challenge faced by the principals should be addressed accordingly by the government, and that both the principal and government should adopt the recommendations of this study to ensure a better leadership style and adequate staff job performance in the schools.

Introduction

Secondary schools all over the world, including Nigeria, are important institutions in the achievement of the educational policy of the state. As a formal organisation, it has a bureaucratic administrative structure with established rules and regulations, aimed at providing the needed opportunities for the education and development of the learners and staff of the schools, and usually under the leadership of the principal. In their views, Ochoyi and Danladi (2009) and Wilson (2016, p. 52) described education as a vital tool in the development of the learners, through the transmission of worthwhile values such as skills, knowledge and planned activities that can develop the learners' potentials for the benefit of the society. Education, thus provides for the development of the citizens, and is achieved through the implementation of the necessary school curricula and education policy of the state. In Nigeria, the education policy anchors on five cardinal objectives, basically a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy; a land full of bright opportunities for all citizens FGN, (2004, p. 4). In addition, Olatunji (2015, p. 396), stated that Nigeria's philosophy of education is a complex one that requires adequate administrative procedure to ensure its practical achievement in the state. The desirability of achieving of both the Nigerian education policy and philosophy of education requires effective leadership in all educational institutions in Nigeria, including the secondary schools. Secondary schools provide institutional resources for the secondary education level and needs effective leadership of the principal to ensure the achievement of its objectives.

Adwella (2014, p.1) saw leadership as the operational tool in influencing people to strive willingly and enthusiastically towards the achievement of the organisational goals, including secondary schools. Nworgu (1991), Omolayo (2000), and Aghenta (2001) explained leadership as a process of influencing the activities of a group of people by a leader in an effort towards the attainment of the organisational goal. It involves the act of getting things done with the cooperation and assistance of other people. Leadership is therefore an important instrument in the initiation and implementation of the organisational policies, including educational policies and philosophy of the secondary schools in the State, and the leadership style and traits so applied by the leader influences the job performance of the staff in the organisation (Yahaya, Osman, Mohammed, Gibrilla, and Issah, 2014, p. 2).

In another development, Borman and Motowidlo (1993) explained that job performance implies task performance involving individual activities that contribute to the organisational value, and could be direct or indirect based on the status of the staff involved in the organisational activities under the directive of the leader. Every job in the secondary school system is carried out by the school staff, either by the academic or non-academic staff, and staff job performance is assessed based on the staff activities in the school as directed by the principal. The implication is that the action of the Principal determines the staff activities, directly or indirectly, and accounts for staff job

performance in the school. The Principal identifies the basic areas of staff needs and attends to them accordingly to attain the staff performance target in the school.

Consequently, Soni (2012) identified the principal as a teacher and the leader of the school, who is always dynamic and believes in change and have capacity to prepare future leaders and develop the skills that they may need to succeed in the future. To achieve this in secondary schools in Emohua Local Government Area of Rivers State, the Principal needs to apply the needed leadership style and traits in administering the school, and in managing the material and human resources of the school. Although the Principal faces some challenges in the process, these challenges also affect the staff job performance in the secondary schools

Research Questions

The study raised the following research questions to guide it:

1. What type of principals' leadership style is commonly used in secondary school administration in Emohua Local Government Area of Rivers State?
2. What are the effects of the principal's leadership style on staff job performance in secondary schools in Emohua Local Government Area of Rivers State?
3. Are there leadership challenges facing the principals in the discharge of their leadership functions in secondary schools in Emohua Local Government Area of Rivers State.?

Objectives of the study

The central objective of this study is to establish the relationship between the principals' leadership style and staff job performance in secondary schools in Emohua Local Government Area of Rivers State.

Specifically, the study has the following objectives;

1. to identify the types of principals' leadership style often used in secondary school administration in Emohua Local Government Area of Rivers State
2. to examine the effects of principal's leadership style on staff job performance in secondary schools in Emohua Local Government Area of Rivers State
3. to identify the leadership challenges principals' face in the discharge of their leadership roles in secondary schools in the area.

Scope of the study

The scope of this study is on the content, timeframe and geographical area of the study. Within the content, the study cover issues on principals' leadership style, types of leadership style, challenges of various leadership styles, and its effects on staff job performance in secondary schools. The time frame is within 2007–2016. The geographical area of the study is the secondary schools in Emohua Local Government Area of Rivers State, and the study randomly selected ten secondary schools in the area.

Theoretical Framework: Path-Goal Theory of Leadership

Path-Goal theory of leadership was developed by Martins Evans in 1970 (Evans, 1970), and redefined in 1971 by Robert House (House, 1971). Different scholars, including

Evans (1970) and House (1971) stated that the Path –Goal theory of leadership is an outcome of Victor Vroom’s Expectancy theory, which emphasises that staff/employees’ actions are carried out based on the expected reward to such action, and the level of reward determines the rate of staff performance in the organisation. According to Northouse (2013), Path-Goal theory of leadership is a “process in which leaders select specific behaviours that are best suited to the employees’ needs and the working environment so that they may best guide the employees through their path in the obtainment of their daily work activities (goal)” This implies that the leader has different leadership style or behaviour, and considers the most appropriate style in his/her leadership to suit the employees/staff needs and the working environment as to attract the best action of the staff in the organisation. The leader needs to motivate the employees/staff and satisfy their needs to enhance their job performance. House and Mitchell (1974) corroborated the views of the above scholars, and add that Path-Goal theory best explains the specific leadership style applied by the leader to suit the “employees” and the “work environment” with a view to enhancing staff performance and achieving the organisational goal. The leader achieves his goal by identifying the staff interest, motivating the staff, empowering, and satisfying them.

House (1971) further identified four leadership behaviour variables namely, directive, supportive, participative, and achievement-oriented. Directive leadership implies that the leadership communicates the organisational goals and expectations to the staff with the view of keeping staff on the know. Supportive leadership entails the leader’s ability to be friendly in his/her relationship with the subordinates. The leader identifies the staff needs, works out the best way to satisfy their needs, with the view of using staff satisfaction as a medium to improve staff performance. Participative leadership means that the leaders give opportunity to staff for consultation on the organisational issues, by allowing the staff to contribute to the organisational decisions. Achievement-oriented leadership involves the leader’s ability to set the organisational challenging goals for the staff of the organisation and ask them for improvement on their performance to enhance the organisational productivity.

The relevance of Path-Goal theory to this study is based on the activities of the secondary school Principal as a leader in the school, and the leadership style the Principal applies in the management of the school staff to achieve the school goal. The Path-Goal theory hinges on two variables namely, “environment” representing the school environment, and the “staff/subordinates” representing the school staff. The leadership style applied by the Principals of secondary schools in Emohua Local Government Area affects their school staff job performance. The theory proves that when Principal applies participatory leadership style, and motivates the staff, the latter are encouraged and this enhances their job performance and goal achievement in the school.

Conceptual Review

Leadership

Leadership as a concept has been given a wide range of meanings and interpretations by different scholars based on their schools of thought. Some see leadership as a field of study in social and management sciences; others see it as a practical and professional skill to control others in administrative activities. At whatever point, leadership is given

a meaning to ensure its directional focus. According to Kruse (2013, p.1), “Leadership is a process of social influence, which maximises the efforts of others towards the achievement of a goal” In his view, Nworgu (1991) stated that leadership is the process of influencing the activities of a group of people by a leader in effort towards goal achievement. Similarly, Igbal, Anwar, and Haider (2015) see leadership as a process, by which leaders can direct, guide and influence the behaviour and work of others towards the accomplishment of specific goal in a given situation. In considering the above explanations, the scholars see the executive as the leader in a given situation, and the leader is the human factor that can influence other resources (human and material) to achieve the set goal. The scholars further see leadership from different perspectives, firstly as a “process”, which implies that leadership requires series of things to be done in order to achieve the needed result. Secondly, as a “social influence”, leadership requires that one is set to influence the activities of others toward a particular purpose. Thirdly, as “goal achieving”, meaning that the cardinal objective of leadership is to achieve the set goal in a given situation. Considering the above views, this study tends to observe the gap in the literature, particularly, the inability of the scholars to state whose objective or goal the leadership is set to achieve. Yes, leadership is set to achieve goal, but whose goal, is it the goal of the leader, the subordinate or the organisation?

In another development, Koudri (1999) opined that leadership is to deal and cope with changes, focusing on the long-term and the big picture, not always doing to save himself, but in fact to take risks, and concentrating on people and their values, not just the bottom line. According to Collins (1995) “leadership is the most powerfully transformed executives possessing a paradoxical mixture of personal humility and professional will ... they are timid and ferocious. They focus on empowerment rather than control for the development of employees’ performance “In the views of Collins (1995), and Koudri (1999), leadership is personalised as a risk bearer, who is even helpless in the face of the organisational risk, but is determined to impact value on others with the view of developing them and utilising them to achieve set goals. Leadership involves the capacity and knowledge of the individual in executive position to influence others. In consideration of the views of different scholars on leadership, Trevisani (2016) identified leadership as a holistic approach in controlling others and achieving set goals, and further explained leadership in six perspectives namely;

- higher levels of physical power, need to display power and control others, force superiority, ability to generate fear, or group-member's need for a powerful group protector (Primal Leadership);
- superior mental energies, superior motivational forces, perceivable in communication and behaviours, lack of fear, courage, determination (Psychoenergetic Leadership);
- higher abilities in managing the overall picture (Macro-Leadership);
- higher abilities in specialized tasks (Micro-Leadership);
- higher ability in managing the execution of a task (Project Leadership);

- and higher level of values, wisdom, and spirituality (Spiritual Leadership), where any Leader derives its Leadership from a unique mix of one or more of the former factors (p. 21).

The above views prompted Soni (2012) to describe the principals as the leaders in the secondary schools, with the responsibility of controlling other staff to achieve the school objectives. This study corroborated the views of Soni (2012) and Trevisani (2016, p. 21) on leadership issues, and defined leadership as the ability to control others to achieve the set goals in a given organisation. It could be the goal of organisation or individual, but is guided by the set goals.

Leadership Style

Many scholars, including Babalola (2016), Osabiya and Ikenga (2015), and Adeyemi (2010) agreed that leadership entails the capacity of the leader to influence the activities of others to achieve the corporate goal of the organisation. In leadership, the leader applies several leadership styles to achieve the set goal. To Akinwumiju and Olaniyan (1996), and Adeyemi (2006), leadership style is seen as a process through which the leader influences others in the process of attaining the group goal. As a process, it requires that the leader has a laid down procedure to follow in his/her leadership activities, and such a leader has specific direction to follow. According to Okumbe (1998) leadership style “is a particular behaviour applied by a leader to motivate subordinates to achieve the objectives of the organisation”. To this scholar, leadership is not only an act of influencing others to carry out the organisational goal, but includes the specific activity such as the “motivation” of others to ensure that they carry out organisational goal to the desire of the leader. This provides the leader with the opportunity of controlling others in the organisation. To Chandan (1987), leadership style entails the ingredient of personality embedded in the leader that causes subordinates to follow them. It is the leadership style that attracts the followers to the leader. Okurumeh (2001) saw leadership as the manifestation of dominant pattern of behaviour of a leader. This definition implies that the leader has a specific leadership attitude, which the leader applies to influence other people in a given situation. Mohammed, Yusuf, Sanni, Ifeyinwa, Bature, and Kazeen (2014) agreed with the above views on leadership style and add that leadership style is the pattern of behaviours engaged by a leader when dealing with the employees. This explanation on leadership style entails that the leader applies a specific behaviour when dealing with the organisational staff. Such behaviour makes the staff/employees to respond willingly or otherwise to the directive of the leader, and determines the type of leader in question. This makes leadership style to be prominent in the success or failure of any organisation, including secondary schools, as the Principals’ leadership style applied in the school management determines the level of staff response to the Principal directives, and the capacity to achieve the schools’ educational goals.

Types of Leadership

For the purpose of this study, the types of leadership will be discussed synonymously with the leadership style. Several scholars have identified different types of leadership and leadership style in different organisations based on their study, and this study will explore various literatures on the subject matter. The emergence of a leadership style is determined by the prevailing environment of the organisation, either by external or

internal environmental factors. However, this study adopts the ten (10) types of leadership and leadership style provided by Singapore Productivity Association (2010). They are presented as follows:

Autocratic Leadership: Autocratic leadership is an extreme form of transactional leadership. Leaders have absolute power over their employees, and the latter have little opportunity to make suggestions, even if it would be in the organizations best interest. Autocratic leadership often leads to high levels of absenteeism and low employee turnover. However, it could remain effective for some routine and unskilled jobs, as the advantages of control may outweigh the disadvantages.

Bureaucratic Leadership: Bureaucratic leaders tend to follow rules rigorously. They ensure that their employees follow procedures precisely. Bureaucratic leadership is very appropriate for work which involves serious safety risks, or where large sums of money are involved.

Charismatic Leadership: Charismatic leadership may appear similar to transformational leadership. Charismatic leaders inspire lots of enthusiasm in their employees and are very energetic in driving others forward. Charismatic leaders, however, tend to believe more in themselves, than in their employees, hence, creating a risk that a project, or even the entire organization, might collapse if the leader leaves. In the eyes of the followers, success is directly connected to the presence of the charismatic leader. As such, charismatic leadership carries great responsibility, and needs long-term commitment from the leader.

Democratic Leadership / Participative Leadership: Democratic leaders tend to invite other members of the team to contribute to the decision- making process, although they make the final decision. Hence, it increases job satisfaction through the involvement of others, and helps to develop people's skills. Employees would also feel in control of their own destiny, and motivated to work hard by more than just a financial reward. This approach could, however, take longer, but often with a better end result. Democratic or participative leadership is most suitable when working as a team is essential, and when quality is more important than speed to market or productivity.

Laissez-faire Leadership: "Laissez-faire" means "leave it be" in French. It is used to describe leaders who leave their employees to work on their own. Laissez-faire leadership could be effective if the leader monitors what is being achieved and communicates this back to the team regularly. Often, this style of leadership is most effective when individual employees are very experienced and skilled self-starters. This type of leadership, however, could also occur when managers do not apply sufficient control.

People-oriented Leadership/Relations-oriented Leadership: People-oriented leadership is the opposite of task-oriented leadership. People-oriented leaders are totally focused on organizing, supporting and developing the people in their teams. It is a participative style, and tends to encourage good teamwork and creative collaboration. In practice, most leaders adopt both task-oriented and people-oriented styles of leadership.

Servant Leadership: Servant leadership describes a leader who is often not formally recognized as such. When someone, at any level within an organization, leads simply by meeting the needs of the team, he or she is described as a servant leader. Servant leadership is a form of democratic leadership in many ways, as the whole team tends to be involved in decision making. Supporters of the servant leadership style suggest that it is an important way to move ahead in a world where values are increasingly important, and where servant leaders achieve power on the basis of their values and ideals.

Task-oriented Leadership: Highly task-oriented leaders focus only on getting the job done, and could be quite autocratic. They actively define the work and roles required, put structures in place, plan, organize and monitor. However, since task-oriented leaders do not tend to think much about the well-being of their employees, this approach could suffer many of the flaws of autocratic leadership with difficulties in motivating and retaining employees.

Transactional Leadership: Transactional leadership starts with the idea that employees agree to obey their leader totally when they accept a job. The “transaction” is usually the organization paying the team members in return for their effort and compliance. The leader has a right to “punish” employees if their work does not meet the pre-determined standard. Employees could do little to improve their job satisfaction under transactional leadership. The leader could give team members some control of their income/reward by using incentives that encourage even higher standards or greater productivity. Alternatively, a transactional leader could practice “management by exception” – rather than rewarding better work, the leader could take corrective action if the required standards are not met. Transactional leadership is more of a type of management, as it focuses on short-term tasks. It has serious limitations for knowledge-based or creative work.

Transformational Leadership: Transformational leaders are true leaders who inspire their employees constantly with a shared vision of the future. While this leader’s enthusiasm is often passed on to the team, he or she may need to be supported by “detail people”. Hence, in many organizations, both transactional and transformational leadership are needed. Transactional leaders ensure that routine work is done reliably, while transformational leaders look after initiatives that add new value. Transformational leader; has integrity, sets clear goals, clearly communicates a vision, sets a good example, expects the best from employees, encourages, inspires and supports, recognizes good work and people, provides stimulating work and helps people see beyond their self-interests and focus more on team interests and needs.

Job Performance

Performance is an important tool in assessment of both the staff and organisational activities. According to Motowidlo, Borman and Schmidt (1997, p. 76) job performance means “the overall expected value from employees’ behaviour carried out over the course of a set period of time”. This connotes that job performance involves what the staff of a giving organisation do at the organisation, which is aimed at either improving the organisational goal or otherwise. It implies that the staff behaviour and

general activities is measured by a giving standard to assess the staff activities in the organisation. The above scholars further identified two types of job performance as “task performance” and “contextual performance”. Task performance is seen as those staff activities that directly transform the organisational raw materials to goods and services, including teaching in the schools by teachers. Contextual performance covers the staff behaviours that add to the general organisational effectiveness through supporting the social and psychological environment, where the job is carried out. (Borman and Motowidlo, 1993). Similarly, Rotundo and Sackett (2002) added that task performance explains behaviour of the staff in the organisation, while contextual performance describes the staff behaviour that does not compliment the staff role in the organisation. In his view, Campell (1990) stated that job performance is the individual – level based activities. It is more of individual (staff) behaviour in the organisation. The staff performance influences and determines the organisational productivity. This implies that the staff performance in any typical school affects the school’s productivity.

Methodology

This study adopted a descriptive survey design. The data was collected on principals’ leadership style and staff job performance in secondary schools in Emohua Local Government Area of Rivers State.

The population of this study was drawn from the principals, teaching and non-teaching staff of all the secondary schools in Emohua Local Government Area of the state.

The study covered the secondary schools in Emohua Local Government Area. The sampling secondary schools and respondents were randomly selected. From the secondary schools, ten were selected, and we applied stratified random sampling technique in selecting the respondents of our study. The study made use of 200 teaching and non- teaching staff in the ten (10) selected secondary schools, representing 20 staff per school, and ten (10) Principals, totalling 210 respondents.

Our study used questionnaires, oral interview, and documentary methods as research instruments for data collection. The questionnaire items were raised from the literature review, observed leadership style, and staff performance in selected secondary schools. The study used 21 questionnaire items to answer the three research questions. 210 copies of the questionnaires were administered to 21 respondents in the each of the 10 selected secondary schools.

The study had face-to-face interview with the principals and staff of the selected schools on the subject matter. The communication helped the researcher to generate data for the study.

The documentary method is the secondary method of data of collection, and it involves the use of written documents on principal’s leadership style and staff job performance in secondary schools. These include text books, newspaper, journals, staff meeting minutes, job description records, etc.

Method of Data Presentation and Analysis

The primary data collected for this study were presented in a tabular frequency. The frequency distribution of the responses from each of the questionnaire item was analysed using percentage frequency. The result of the scores were analysed for both

its theoretical and empirical values, and used to answer the research questions. The secondary data collected for this study were interpreted using content analysis. The text in this study implies the books, journals, comments, etc. on principals' leadership style and staff job performance in secondary schools.

Data Presentation and Analysis

Table 1: Questionnaire distribution and return

S/N	Names of schools	Total number distributed	Total number not returned	Total number returned	Total number returned with error	Total number returned without error and were used
1	Runde High School, Agba Ndele	21	-	21	-	21
2	Community secondary school, Omofo-Egimini	21	-	21	-	21
3	Community secondary school, Elele-Alimini	21	1	20	-	20
4	Community secondary school, Rumuewhor	21	3	18	-	18
5	Community secondary school, Rumuji	21	1	20	1	19
6	Community secondary school, Ndele	21	-	21	2	19
7	Ibaa Girls secondary school, Ibaa	21	-	21	-	19
8	Comprehensive secondary school, Ibaa	21	2	19	-	19
9	Government secondary school, Emohua	21	1	20	2	18
10	Government secondary school, Ogbakiri	21	-	21	1	20
	Total	210	8	202	7	195

Source: **Field work, 2016**

Table 1 above shows that a total of 210 questionnaires were distributed, out of which 8 questionnaires were not returned. A total of 202 questionnaires were successfully retrieved, out of which 7 questionnaires were retrieved with errors, and a total of 195 questionnaires were retrieved without error and used for the study to answer the research questions.

Research Question 1: What type of Principals' leadership style is commonly used in secondary school administration in Emohua Local Government Area of Rivers State?

To answer this question, questionnaire items 1-10 were structured to collect data from the respondents on the subject matter as presented below in table 2.

Table 2 Respondents' response on the types of leadership style applied by Principals in secondary schools in Emohua LGA

S/N	Types of leadership style	Frequency	Percentage
1	Democratic leadership	15	7.7%
2	Autocratic leadership	40	20.5%
3	Laissez faire leadership	19	9.7%
4	Bureaucratic leadership	22	11.3%
5	Servant leadership	16	8.2%
6	Charismatic leadership`	15	7.7%
7	Task-oriented leadership	16	8.2%
8	Transformational leadership	18	9.2%
9	Transactional leadership	17	8.7%
10	People –oriented leadership	17	8.7%
	Total	195	100%

Source: **Field work, 2016**

Table 2 identified the types of leadership style principals adopt in the administration of secondary schools in Emohua LGA. Our study showed that there are ten (10) different types of leadership styles principals apply in different schools at different time. Each type of the leadership possesses a percentage of the respondents' perception on the issue. The table showed that democratic leadership has 7.7%, while autocratic leadership has 20.5% of the respondents' response on the subject matter. Laissez faire leadership and bureaucratic leadership styles have 9.7% and 11.3% respectively of the total respondents' perception on the matter. The charismatic leadership style has 7.7%, with servant leadership style having 8.2%, and people oriented leadership style having 8.7%. The task-oriented leadership style has 8.2%, while transformational leadership and transactional leadership styles possess 9.2% and 8.7% respectively of the degrees of response.

Our study proved that the above identified types of leadership style exist in different secondary schools in Emohua Local Government Area of Rivers State. The study further noted that among the various types of leadership, the most prominent among them is the autocratic leadership style by the Principals in the schools, possessing 20.5% of the total degree of responses. The autocratic leadership has its implications on both the staff job performance and the school goal. It makes a principal to command and abuse the staff without considering the staff's disposition to carry out the school duties, there by discouraging the staff from carrying out effective job performance in the school. This type of leadership makes a principal a lord in the school, subjecting the staff to servant status to the lord by issuing unwarranted directives and compelling the staff to obey them, using intimidation approach on the staff.

The next commonly identified leadership style in the schools is the bureaucratic leadership possessing 11.3% of the degree of responses from the respondents, proving that the Principals apply several administrative bottle necks for the staff, thereby depriving the staff access to communication with the principal. The implication is that

the staff members are not properly guided by the principals on the basic objectives of the school to be achieved, and this affects the staff job performance in the schools.

The third ranking leadership style in the schools is the laissez faire leadership possessing 9.7% of the degree of respondents' response. This implies that some of the school principals apply care-free attitude in their leadership role in the schools, thereby not guiding the staff accordingly on the right perspective and duties to carry out in the school. This results to poor staff job performance in the school and inability of the school to achieve their set goals. The study further noted that democratic leadership and charismatic leadership styles were rated the lowest as they possess 7.7% each of the degree of responses showing that good number of the Principals don't apply democratic leadership, thereby depriving the staff the opportunity to participate in the school decision making process and sense of belonging. This is counterproductive and discourages the staff from effective job performance in the schools. Also, the study proved that a good number of the principals lack the leadership charisma to carry out their leadership roles in the schools, and the leadership inability of the principals' accounts for the staff poor job performance in the schools.

Research Question 2: What are the effects of the principals' leadership style on staff job performance in secondary schools in Emohua Local Government Area in Rivers State?

In answering the above question, questionnaire items 11-17 have been structured to collect data from respondents to answer the research question as presented in table 3 below.

Table 3: The effects of Principals leadership style on staff job performance in secondary schools in Emohua LGA of Rivers State

S/N	Effects of Principals leadership style on staff job performance	Frequency	Percentage
Negative Effects			
1	Staff low productivity	52	26.7%
2	Staff absence from duty	48	24.6%
3	Staff poor communication with Principal	24	12.3%
Total		124	63.6%
Positive Effects			
1	Staff High productivity	23	11.8%
2	Staff job satisfaction	25	12.8%
3	Staff participation	23	11.8%
Total		71	36.4%

Source: Field work, 2016

Table 3 clearly stated the positive effects of principals' leadership style on staff job performance in secondary schools in Emohua Local Government Area of Rivers State. The study identified six (6) different effects of the leadership style on staff job performance. Among the effect is staff low productivity, which has 26.7% of the total respondents' response and is the highest degree of response, proving that the leadership style applied by the Principals in various schools contribute to the staff low job performance and productivity in the schools. This staff low performance and

productivity is in relationship to the autocratic and laissez faire leadership of the principals. The study observed that in several occasions, the principals embarrass the staff, intimidate them, violate their human rights and show little or no concern for their welfare. This discourages staff and affects their job performance negatively.

Another major effect is staff absence from duty rating 24.6% of the total respondent response on the subject matter. This implies that the staff members absent themselves from duty either to avoid the harassment of the principals, or due to the fact that the principal is care-free about staff duties and not supervising the staff adequately.

Other effects are staff poor communication with the principals having 12.3% of the respondents' perception. This poor communication is as a result of perceived leadership style of the principal, which does not allow staff to access and communicate freely with the principal, and this affects the staff productivity in the school. The staff's high productivity as an effect has 11.8%, and staff's job satisfaction and participation have 12.8% and 11.8% respectively of the respondents' degree of response.

In another development, the study classified the effects into two, namely "negative effects" and "positive effects". The negative effects are staff low productivity, staff absence from duty, and staff poor communication with the principals, cumulating to 63.6% of the total respondents' response on effects on staff job performance. This proves that negative effects are high, and certainly the staff job performance will be low. The positive effects are staff high productivity, staff job satisfaction, and staff participation, cumulating to 36.4% of the total respondents' perception on the subject matter. The implication is that the positive effects are lower than the negative effects in the schools.

Research Question 3: Are there leadership challenges facing the Principals in the discharge of their leadership functions in secondary schools in Emohua Local Government Area of Rivers State?

To answer this question, questionnaire items 18-22 were structured to collect data from the respondents on the subject of the Principals' leadership challenges in secondary schools, as presented in table 4 below.

Table 4: The respondents' perception on Principals leadership challenges in secondary schools in Emohua Local Government Area of Rivers State.

S/N	Principals leadership challenges	Frequency	Percentage
1	Staff non-compliance to Principal's directives	31	15.9%
2	Unguided objectives and leadership focus of the Principals	44	22.6%
3	External influences on the Principal	40	20.5%
4	Inadequate skilled staff to implement Principal directives	38	19.5%
5	Inability of the Principals to supervise the staff job performance in the schools	42	21.5%
	Total	195	100%

Source: **Field work, 2016**

Table 4 shows that the principals in various secondary schools in Emohua Local Government Area are faced with leadership challenges in administration of the school

policies. The study identified unguided objectives and leadership focus of the Principals, possessing 22.6% of total respondents' responses as one of the leadership challenges faced by the Principals in the schools. The study noted that most of the Principals operate the school without a defined objective for the school and this is traced to the laissez faire leadership style of the Principals. Another leadership challenge is external influence on the Principals possessing 20.5% of the total respondents' response. In most cases, the Principals are influenced by both internal and external environments of the school, and these affect the Principal leadership capacity to take administrative decisions for the development of the school. Furthermore, it identified inability of the Principal to supervise the staff job activities. This leadership challenge has 21.5% of the total respondents' perception, and contributes to staff low productivity, staff indiscipline, and the school inefficiency. Other leadership challenges are inadequate skilled staff to implement principal directives having 19.5% of the total respondent perception on the matter, and staff non-compliance to Principal directive having 15.9% of the respondent perception on the subject matter. Furthermore, the study observed that the above identified leadership challenges affect Principal leadership in the schools, and leads to staff inefficiency in the schools.

Conclusion

Our study examined the principals' leadership style and its effects on staff job performance in secondary schools in Emohua Local Government Area of River State within the period of 2007-2016. The study noted that different principals adopt different leadership style at different secondary schools, and each leadership style has effect on the staff job performance in such school. On another hand, the principals face some leadership challenges in administering the school, and such challenges affect both principals' administrative capacity, staff job performance, and achievement of the school goals. It is therefore our conclusion that the principals and Rivers State Government should adopt the study recommendations to enhance the principals' leadership style and staff job performance in secondary schools in the area.

Recommendations

The study made the following recommendations based on the findings:

1. The principals should adopt democratic leadership, people oriented leadership, and task – oriented leadership styles of administration in secondary schools, as these leadership styles will enhance staff job performance and goal achievement in the schools.
2. The principals should avoid the use of autocratic leadership, transactional, and laissez faire leadership styles as they discourage staff motivation and efficiency in the schools.
3. The study noted that the Principals leadership styles have significant effects on their staff job performance, and therefore recommends that the principals should apply the adequate leadership styles to ensure positive effects on the staff performance in the schools.
4. The state government should recruit adequate number and calibre of staff for each school to ensure optimum staff job performance.

5. The principals of various schools should adopt the findings of this study as a guide to their administrative activities in the schools.
6. The Rivers State Government should adopt the study findings on principals' leadership challenges and address them accordingly to enhance the principals' styles in the schools.
7. Finally, it is our submission that when these recommendations are adopted and applied by both the principals and Rivers State Government, the secondary schools' principals will improve their leadership style, and adequate staff job performance will be achieved in secondary schools in the area.

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