Influence of Leadership Style on Teacher's Job Productivity in Public Secondary Schools in Taraba State, Nigeria

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Abstract
The main aim of these study was to find out the appropriate leadership style that could make teachers to be effective in their job productivity, one hundred and sixty five teachers were used in the study, frequency counts, percentage and chi-square test were used in data analysis, research survey was used as a method of research and stratified proportionate random sampling as sampling techniques was for for the selection of respondents, questionnaires comprising twenty items were developed and administered to samples staff in some selected public secondary schools in Taraba state. It was found out that among the leadership style, democratic style contribute more to teachers job productivity than autocratic style as can be seen in rated items. Base on the findings, the following recommendations were made, that democratic leadership style should be emphasize by principals in the administration of schools, seminars and workshops should be conducted for teachers to update their knowledge.

INTRODUCTION

The success of an organization whether formal or informal depends on the way or manner in which a leader operate, to succeed a leader has to adopt a particular leadership style or blending of style together to achieve the aim and the objective of that organization. An effective leadership style leads to achievement of school goals and objectives , Therefore, the success of any school depends on the ability of the principals in his or her leadership style, he is the leader of teachers and students of the school.

Definition of concepts

Leadership

Adeyemi (2006) viewed leadership as a process through which persons or group influence on the attainment of goals.Boss (1990) described leadership as one of the world oldest preoccupation, In support of the above ,Burns (2003) states that leadership is not only a descriptive terms but a prescriptive one embracing a moral, even passionate dimension.Omolayo (2000) in his own view describe leadership as the ability to get things done with the assistance and corporation of other people within the school system.

Leadership style

Leadership style however refers to the pattern or the collection of leadership behavior that characterize a given leader. Leadership style represents a range of behavior of a leader, a leader adopt a particular; leadership style in order to succeed. It's also involves those variables that a leader will do in an organization such as planning, structuring of tasks, controlling and his relationship with staff under his jurisdiction. Leadership is the key to progress and survival of any organization,Ezenwa(2005) see it as an acts of influencing people so that THe strive willingly and enthusiastically towards the accomplishment of goals and objectives In the same vein ukeje(1999)observe that leadership means influencing people to work willingly with the zeal towards the achievement of the cooperate goals . A leader cannot work alone he must have people to influence,direct,carry alone towards the achievement of the organizational goals .

Kayode Ajayi (1991) summarized leadership style as follow

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 leaders who stress the attainment of goal of the organization to the neglect or the expense of the individual needs of the members of the group.

Democratic –nomothetic style, stress the organizational goal more and accept the views of staff, makes the best of them for organizational goal more and accept the views of staff.

Democratic –idiographic style is the type of leader that emphasis individual needs of the group. While meeting few organizational demands. A leadership in this category seeks personal relationship with his staff and is very concern with their convenience and general well-being to the detrimental of the goal of the organization. Democratic transactional styles, emphasis on both organizational and individual needs of his staff; in this situation the system maintain a dynamic equilibrium and momentum.

Laissez-fair style: is a leader that has no clear goal and also give no professional leadership to his group, he has no pattern of working, supervising and initiating notions. Laissez faire leadership refers to the type that allow free contribution of ideas and opinions without interference by the leader.Obi (2003)argues that such style pre dispose to unproductive activities very often and could be detrimental to school welfare on the whole school principals where therefore assessed by their subordinate for credible performance based on application of

leadership style.

A leader in an organization is a means to an end he can take any type of leadership style depending on the circumstances on ground. However for effective and efficient work in an organization. Democratic transaction style can be use bcause it lead to the school open climate, where members enjoy extremely high espirite de –corps. According to Lunenberg Ornstein (1991) any achievement in secondary school   are dependent on three identifiable leadership style namely autocratic, democratic and laissez faire leadership style. Mgbodile (2004) states that autocratic leadership style appears generally self-center and allow minimum participation of the subordinate in decision making, the democratic style is rather people oriented and counts on their participatory contribution of their subordinate, he noted that it permits initiatives, originality and creativity in the school work, operation and promote hard work among the subordinates.

Productivity is the hall mark of growth and development of a nation all over the world, an effective and efficient way , a ratio of measures of getting things done.In the school, teachers productivity may be measure in terms of teachers performance. Schacter and Thum(2004).Wenlisky (2001)suggest that teachers productivity may be evaluated in terms of what the teacher control and actually do in class room such as teaching effectiveness and class room performance

INFLUENCE OF LEADERSHIP STYLE ON TEACHERS JOB PRODUCTIVITY

Influence of leadership style upon teachers effectiveness cannot be over emphasized,an effective teacher could be render ineffective if the principle leadership style is conflict with the tasks or role of the teacher. If the principle leadership style is appropriate, the way and manner the principal discipline his staff, his human relation and feeling , his consideration to his members of staff, his inspiration to staff, his way of handling staff welfare his staff development and a lot of other principals effectiveness, activity are likely to affect the teacher productivity.

Davies (2003) noted that leadership style and quality of leadership do affect job and job performance in an organization. Davis and Wilson (2003) research the effects of leadership on the teacher quality of life at work, they revealed that the more principle engage in behavior that were personally empowering, the more teachers saw that they had choices they could make in completing their work and the greater impact they will perceive they were achieve through their efforts. These intrinsic rewards were found to be more beneficial for motivating teacher, affecting climate and reducing stress.

Lumsden (1998) state that high teacher morale could have positive effects on student's attitude and learning, improve teacher morale not only made the education more palatable to teachers, it made the process a richer and more effective learning experience for students.

Ibukun (1997) argued that the main task of the principal is to create a conducive atmosphere for the teacher to be able to achieve desire changes in students learning. Principals can there fore encourage effective performance of their teachers by identifying their needs and trying to satisfy and meeting them. The leadership style of the principals is demonstrated in his activities which make him to be recognizing as a leader of a group. Many people strongly believe that when there are good education plans, good school programme, adequate staff and facilities what is more important is a good administrative leadership to coordinate all these for the progress and achievement of the school. The key to any effective leadership is the ability to lead effectively, coordinate a complex situation and show concern for human and materials resources available.Okafor (1991) noted that most of the success and failure in secondary school administration and other institutions depend largely on the influence of leaders on their subordinate. Subramanaim (2011) pointed out that the important of studying leadership style is because of the significance in an institutions success , and achievement of educational goal . However for the purpose of this study autocratic and democratic leadership style would be used for hypothesis testing.

Method

Researcher design use was a survey types conducted using questionnaire and interview. The study was conducted using eight different public schools who have their principals for three years. The questionnaire was based on autocratic and democratic principal leadership style.

Instruments

The researcher questionnaire were based on four points lekert scale strongly agree (SA) to strongly disagree (SA) on Leadership style contribution on teachers' job productivity.

The sets of questionnaire contain twenty items and respondents were ask to rate their principal on four points scale from strongly agree (SA) to strongly dis agree (SD) on how much each of the principals effectiveness activities contribute to their teacher job productivity.

Method of Data analysis

Chi-square was used to test the significance of the difference between teacher productivity under authoritarian and teachers under democratic principals.

Hypothesis

There is no significance difference in teacher job productivity under democratic principals and teacher under authoritarian principals.

Table I : showing summary of obtained chi-square value   tested (value at 0.5 level =7.82)df=3

S –significance level   N/S- not significance

	Items	Value	Significance	Leadership style
1	Teachers /principals relation	9.99	S	Democratic
2	staff feeling	16.09	S	Democratic
3	Staff training	25.75	S	Democratic
4	Staff welfare	14.58	S	Democratic
5	cordial to staff	19.88	S	Democratic
6	Consideration of staff	19.50	S	Democratic
7	Helpful to staff	12.31	S	Democratic
8	Staff encouragement	4.62	n/s	Democratic
9	Working with staff	7.75	n/s	Democratic
10	Delegating authority to staff	28.62	S	Democratic
11	solving staff problem	36.94	S	Democratic
12	Judging quality work	5.6	S	Democratic
13	Working together	7.02	n/s	Autocratic
14	Seeking teachers opinion in deci[1]sion making	26.00	n/s	Democratic
15	Giving right amount of praise	25.67	S	Democratic
16	Staff motivation	2.93	n/s	Democratic
17	Initiative	12.53	S	Democratic
18	Ability to organize	2.54	n/s	Democratic
19	Acquisition of skills	6.39	n/s	Democratic
20	Enhancing of job satisfaction	11.10	S	Democratic

Result and discussion

The analysis of data collected showed that teachers under democratic principals are more effective and efficient than teacher under authoritarian principals.This is   because in all the twenty area of principals tasks effective excepts one that was tested autocratic, most percentage of staff under democratic principals were of the opinion that   the principals were contributing to their effectiveness as against the   lesser percentage of staff under authoritarian principals that was of the opinion that their principal was contributing to their effectiveness.

All the null hypothesis was rejected in favor of the democratic principals excepts item fourteen (building of team spirit)

However 73% of teacher under the democratic principals rates their principals in all items as contributed to their effectiveness excepts item (19)nineteen (skills organization)which was 69% while 51% of teachers under the authoritarian rated their principal as contributing to their job performance .

As seen in the above table it is clear that democratic principals contribute more to their teacher job productivity than the authoritarian principals in the area of staff discipline, teachers /principals relationship, feeling, staff consideration solving staff problem, staff welfare, seeking opinion and enhancing job satisfaction. In principal training, democratic styles of leadership should be emphasized.

Recommendations
   (i)   Democratic leadership style should be emphasize in the administration of school.
   (ii) Seminar and workshop should be conducted buy ministry of education and other educational agencies in the state in order to stress the importance of the democratic style of leadership to heads of schools and institution.

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