Impact of Leadership Styles on Teachers' Motivation in Public Secondary Schools in Katagum Local Government Area of Bauchi State

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Abstract: **The phenomenon of leadership is one of the most extensive social influence process known to human behavior. Any organisation, economic, political, business enterprise derives its continued existence from the successful guidance of human beings. This study was carried out to analyze the impact of leadership styles on teacher`s motivation in public secondary schools in Katagum local government area of Bauchi state. To achieve this objective, the researchers developed and administered a questionnaire on 100 teachers in public secondary schools in Katagum local government area of Bauchi state. Data analysis was made using Simple percentage, Mean and Standard deviation. It was recommended that further researches should be carried out on leadership styles and its effectiveness on teachers` efficiencies.**

Keywords: **Leadership Style, Teacher`s Motivation, Public Secondary Schools.**

I. INTRODUCTION

The introduction of Western Education into Nigeria which started with the establishment of the first primary schools by the missionaries at Badagry in 1842 signaled the kickoff of human development through education which later transformed into Education in Nigeria as an instrument for effecting national development. The country's educational goals have been set out in the National policy on education in terms of their relevance to the needs of the individuals and the society (FGN 2004). Towards this end, the National Policy on Education set up certain aims and objectives, which were to facilitate educational development in the country.

One of the potent agents to achieve this facilitation is good leaders in terms of educational administrators useful in achieving the goals of Education through effective and efficient manipulation of available inputs, which may include all the people working in educational institutions to contribute towards the accomplishment of these goals. Such people will include teachers, professional staff, parents and lay members of the community. Also involved are members of Schools Board, Local Education authorities, Inspectors, Ministries of Education and so forth.

The issue of leadership styles in achieving educational goals is a major and basic concern for all institutions in various countries. Different countries around the world have been attempting to highlight and stress the concept of efficient leadership styles in various ways in their organizational daily activities, programs, and performance, for example in Nigeria there is rapid and increasing awareness in various sectors and fields in line with a sharp increase in the number of teachers in the educational institutions such as Universities, Colleges, Schools and other which are indirectly related to educational domain in developing personnel and facilitating leadership, responsible delegation and empowering team, recognizing ultimate accountability, communicating and rapport, facilitating instruction, and managing change. But, the main challenges for the principals are to create and promote conducive atmosphere for teaching and learning: efforts including teachers in decision making, good communication with teachers" and delegation of duties at schools is considered as the most influential of the employee's performance within the entire school atmosphere than not applying efficient leadership styles (Love 1993, Moore, Cheng and Dainty, 2002 and UNESCO, 2006).

Successful school principals have been taught the different styles that are used in their administration process. The principal's leadership styles influence the efficiency and also the effectiveness of teachers' performance in schools (Alageheband, 1997). Several researchers have defined leadership style in different countries and contexts. Chandan (1987), defined leadership styles as the ingredient of personality embodied in leaders that causes subordinates to follow them. Okumbe (1998) on the other hand defines leadership styles as particular behaviors applied by a leader to motivate subordinates to achieve the objectives of the organization. In view of the foregoing, leadership styles were defined in various ways. It refers to the underlying needs of the leader that motivate his behavior (Siskin, 1994: Okeniyi, 1995). It is the manifestation of the dominant pattern of behavior of a leader (Olaniyan, 1999, Okurumeh, 2001).

It is also a process through which the principal influences a teacher or a group or others in the attainment of educational goals (Akinwumiju and Olaniyan, 1999, Adeyemi, 2006). Therefore, the leadership style of a principal depends on the leaders' behavior. This behavior is the main foundation for choosing efficient leadership style (Douglas, 1996). Scholar has proposed path goal theory to explain leadership. According to House (1968) in the path goal theory, a leader does the following: clarifies and sets goals together with the subordinates and properly communicates to them. Besides,

delegates duties to subordinates according to their abilities, skills, knowledge and experience. The leader further helps the subordinates to find the best path for achieving the desired goals. Also, he defines positions and task roles by removing barriers to performance and promotes group cohesiveness and team effort.

In fostering these aims and objectives, the school principal has important roles to play, among these roles include providing effective leadership in secondary schools, thereby enhancing better job motivation among teachers. How effective the principal is in performing these roles has been a matter of concern to many educationists (Aghenta, 2000; Ige, 2001). It needs to be mentioned that secondary education in Nigeria schools is a period of 6- years. It is therefore not surprising that there is mounting pressure on effective leadership among principals of secondary schools in Katagum Local Government Area of Bauchi State.

Though, it seems however that many principals have not considered their styles of leadership as determinants of teachers' motivation in their schools, hence, some of them seem to find it difficult to effectively administer their schools (Groom, 2000, Adeyemi, 2004). For example, the survival of all our organization, like the School and other institutions is dependent largely on the quality of administrative services and styles available. Therefore, the administrative acumen of a leader, part of which leadership style falls into, influences the results to be achieved, the direction to be pursued, and the priorities to be recognized within the organization. Administration, according to Enaohwo and Eferakeya (1989) can be defined as the process by which goals are achieved through collective and cooperative in a suitable environment. It beholds on the leader to know the type of suitable leadership style he will use as an administrator to achieve these goals. The school principal is in a unique position as manager or administrator who controls schools' resources for the purpose of attaining organizational goals.

One the other hand, one of the biggest challenges faced by managers, leaders, organizations and institutions in general is getting workers to do what they need to do in order to achieve the organization's goals and objectives with the efficiency it deserves. However, as a result of the complexity of human behaviour and the dynamics of organizational circumstances, some management find it very difficult to manage workers in their organization as this could undoubtedly produce worst results, thereby jeopardizing the chances of the organizations realizing their set goals and objectives efficiently.

II. OBJECTIVES

The Objectives of this research are found out if there is:

i. Any significant difference in the opinion of principals and teachers in respect of Principals leadership styles on the provision of staff development in public secondary schools Katagum Local Government Area of Bauchi State.

ii. Any significant difference in the opinion of principals and teachers with regards to Principals leadership styles as they affect Participation in decision making of public secondary schools in Katagum Local Government Area of Bauchi State.

III. METHODOLOGY

The researcher adopted the descriptive research method as his research design. This was based on the assumption that "the method of research that looks with intense accuracy at the phenomena of the moment and then describes precisely what the researcher sees is called descriptive survey" (NOUN EDU 702 Course Material 2004 pp64). Meekyan (1992) postulates that survey research focuses on people, the vital facts or people and their belief, opinion, attitudes, motivation and behaviors. Uji (2009) asserts that survey allows a researcher to make generalization after a careful analysis and interpretation of data collected. Uji (2009) highlighted the advantage of survey by saying that:

It can be used to investigate problem in realistic setting. Issues in research can be examined where they happen rather than in a laboratory or screening room under artificial condition. So the cost of survey is reasonable when one consider the amount of information gathered. A large amount of data from variety of people can be collected with relative ease.

IV. RESULTS

Research Question 1: Is there any significant difference in the opinion of principals and teachers in respect of Principals leadership styles on the provision of staff development in public secondary schools Katagum Local Government Area of Bauchi State?

Note: A= Always

F= Frequently

O= Occasionally

R= Rarely

N= Never

Table 4.1.1: Staff Development

	The Principals	A	F	O	R	N	Total	%	Mean	S.d
1	Take definite steps to aid teachers' professional growth.	27.3%	31.8%	20.1%	10%	10%	110	20.4	27.5	5.2
2	Plan and execute in-service programmes for staff regularly.	22.7%	34.5%	24.5%	9.1%	9.1%	110	28.5	26.5	4.6
3	Conduct demonstration lessons for teachers with deficiencies regularly	25.4%	26.3%	14.6%	19%	14.6%	110	32.6	25.5	5.1

4	Regularly invite experts in various fields to up-date staff knowledge and skills in their subject areas.	31.8%	22.7%	16.3%	13.6%	15.4%	110	23.6	26.5	4.8
5	Appoint the experienced teachers to assist the inexperienced ones.	34.5%	22.7%	20%	10.9%	11.8%	110	29.5	27.5	4.3

Source: Fieldwork, 2019

From the table above, it showed that 27.3% (30) of the respondents agreed that 'always' the principals took definite steps to aid teachers professional growth, 22.7% (25) respondents responded 'always' to the question that the principal plan and execute in-service programmes for staff regularly. 25.4% (25) responded 'always' to the question that the principal conducted demonstration lessons for teachers with deficiencies regularly. It also showed that 31.8% (35) of the respondents responded 'always' to the question that the principals regularly invited experts in various fields to up-date staff knowledge and skills in their subject areas while 34.5% (38) of the respondents responded 'always' to the question that the principals appointed experienced teachers to assist the inexperienced ones.

Research Question 2: Is there any significant difference in the opinion of principals and teachers with regards to Principals leadership styles as they affect Participation in decision making of public secondary schools in Katagum Local Government Area of Bauchi State?

Table 4.2: Decision Making

	The principals	A	F	O	R	N	Total	%	Mean	S.d
6	Regularly involve teachers in decision making process	31.8%	22.7%	22.7%	10.9%	11.8%	110	28.3	22.4	4.2
7	Work with teachers to make them accomplish tasks efficiently and effectively with ease	27.3%	23.6%	21.8%	13.6%	13.6%	110	29.5	26.4	5.1
8	Encourage teachers to improve on their teaching methods in their subject areas	34.5%	29.1%	9.1%	10%	17.3%	110	34.4	27.43	6.8
9	Ensure proper understanding of teachers' suggestion on improvement of teaching tools and methods.	29.1%	23.6%	19%	10%	18.1%	110	29.6	22.5	4.1
10	Realize that teaching materials are inadequate thus de-motivating teachers.	20%	34.5%	24.5%	9.1%	11.8%	110	28.5	26.5	4.6

Source: Fieldwork, 2019

From table 4.2 above, 31.8% (35) of the respondents responded 'always' to the question that principals of public secondary schools in Katagum Local Government Area regularly involved teachers in decision making process in their schools, 27.3% (30) respondents responded 'always' to the question that the principals worked with the teachers to make them accomplish tasks efficiently and effectively with ease. 34.5% (38) of the respondents responded 'always' to the question that the principals encouraged teachers to improve on their teaching methods in their subjects areas, 29.1% (32) responded 'always' to the question that the principals ensured proper understanding of teachers' suggestion on improvement of teaching tools and methods. Finally, 20% (22) responded 'always' to the question that teaching materials are inadequate thus de-motivated teachers.

V. DISCUSSION

Result in table 1 indicates that there is no significant difference between principal`s leadership styles and staff development in public secondary schools in Katagum Local Government Area, Bauchi State. Regarding staff development incentives, it was found that leadership style is a determining factor in providing staff development incentives to teachers. This was evident by the fact that 27.3% (30) of the respondents answered 'always' that the principals do take definite steps to aid teachers professional growth, 22.7% (25) respondents answered to 'always' that the principals do plan and execute in-service programmes for staff regularly, 25.4% (28) respondents answered 'always' to the question that the principals do conduct demonstration lessons for teachers with deficiencies regularly. It also showed that 31.8% (35) of the respondents answered 'always' that the principals regularly invite experts in various fields to up-date staff knowledge and skills in their subjects arrears while 34.5% (38) of the respondents answered 'always' that the principals do appoint experienced teachers to assist the inexperienced ones.

Result in table 2 indicates that there is no significant difference between principal`s leadership styles and decision making in public secondary schools in Katagum Local Government Area Bauchi State. On the participation in decision making and imposition of tasks and methods on the subordinates, it was found that leadership styles affected their participation and so on. It was seen that 31.8% (35) of the respondents answered 'always' that principals in secondary schools in Katagum Local Government Area regularly involve teachers in decision making process, 23.3% (30) respondents answered 'always' that the principals work with teachers to make them accomplish tasks efficiently and effectively,

34.5% (38) of the respondents also answered 'always' that the principals encouraged teachers to improve on their teaching methods in their areas, 29.1% (32) answered 'always' that the principals do ensure proper understanding of teachers' suggestion on improvement of teaching tools and methods and 20% (22) answered 'always' that teaching materials are inadequate thus, de-motivating teachers.

VI. CONCLUSIONS

The following major findings based on the highlights were concluded by the researchers in this study based on the objectives of the study that:

1. To ascertain whether or not principals' leadership styles helped in providing staff development incentives in public secondary schools in Katagum Local Government Area Bauchi State, it was found that principals' leadership styles was a determining factor in providing staff development incentives to teachers.

2. To examine if the principals' leadership styles affected participation in decision making and imposition of tasks and methods on the subordinates in public secondary schools of Katagum Local Government Area Bauchi State, it was found that leadership styles was a determining factor to teachers participation in decision making and principals' imposition of tasks and methods on the subordinates.

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