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Secondary school education and society: Principals' leadership styles' impact on teachers' productivity rate in Delta State, Nigeria

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Abstract

Education is important to every society because it is the foundation of development. Likewise, the type of leadership in place in any stratum of society determines the development and productivity rate of such a society. Thus, this study is an assessment of the impact of Principals' leadership styles on teachers' productivity rate in secondary schools in parts of Delta State. The need to embark on the research is motivated by the low level of productivity amongst secondary school teachers, amid others. The research intended to capture the effect of autocratic, democratic and laissez-faire leadership styles on the productivity rate of secondary school teachers based on how Principals use them. The study was founded on Argyis'

immaturity maturity continuum theory. The population of the study was 90 respondents while Pie-Charts, degrees, and simple percentages were used for data analysis. The data were generated from direct field measurement, with a Questionnaire as an instrument for data collection. The findings show that the type of leadership with which a Principal runs his school can affect the productivity of teachers and that when teachers are involved in making decisions that affect their work, their productivity level increases. Based on the findings, it was recommended that Principals should operate people-oriented and democratic styles of leadership for Secondary schools' teachers' productivity to increase.

Keywords: Leadership, Principal, Productivity, School, Secondary, Teachers

Introduction

No doubt, the secondary school level of education in the educational system of Nigeria is known to be the most crucial because of its peculiarity, especially in respect of its "middle man" role between the primary and tertiary levels. Since the institutions of higher learning in Nigeria exert great influence on what goes on in the secondary school, it must be well piloted (Ughamadu, 2006) [34]. It can be referred to as the refinery of the students that prepares them for the future. As an interface between the two, the secondary school solidifies what has been taught at the primary school level, and prepares the student for the tertiary institution.

If anything goes wrong at the secondary school level, there is every tendency that the student will have a chaotic tertiary education, hence the need to ensure that the handling of the secondary school is properly carried out, and this burden rests mostly on the Principal who is the "Chief Executive" at this level of education. There is no way the Principal without good leadership qualities can perform this task because his leadership qualities determine the productivity level of the teachers in the secondary school system. When this is juxtaposed with the development of the Secondary school system in Delta State, especially in the Patani Local Government Area, the significance becomes so glaring.

Since the school (secondary in this case) is a miniature society, and it plays the role of providing formal education to the child through formal institutions and socialise the child into the culture of his people so that he can function well as a member of the society, the school role agrees with the philosophy of life of the society to which it belongs (Oniyama & Oniyama, 2005) [30]. Through school, society has been able to produce people that help to ensure that society moves smoothly. This cannot be achieved without proper organisation. Organisation is seen as a social system in which relationships exist between and among individuals and groups, and leadership is expected to coordinate this relationship.

What then is Leadership? Brown (2001) [8] says leadership is one of those words that everybody uses, but not everybody agrees on its definition because some people believe leadership involves articulating a vision and then searching for a following. It

has been assumed wrongly that most Principals who head schools have everything figured out, and know exactly where the school is going, but their lack of leadership qualities has always been inimical to the development of the secondary school system.

The Secondary school system is so vital to Delta State's development because of the number of students it churns out yearly; therefore, it cannot be left in the hands of mediocre Principals to run. It's on record that as far back as 2006, Delta State had 311 secondary schools, was paying 11,256 secondary school teachers and caters for 200,384 secondary school students. Of the 89,398 candidates who applied for university admission in the 2000/2001 academic session, 45,093 were from Delta State and the next state to Delta was Kano with only 6,669 candidates (Muoboghare, 2006) ^[20]. This goes to show how important the secondary school level of education is, and why it should be properly administered and managed by Principals with leadership qualities because their decisions have far-reaching effects.

From the foregoing, it can be observed that the Secondary school level of education is very important and that proper leadership by the head (Principal) is a determinant factor of the success or failure of this level of education in the Patani Local Government Area of Delta State. This is so because the type of leadership a Principal operates goes a long way to determine the productivity level of teachers and staff of secondary schools.

Statement of the problem

It is so evident that the educational system of Nigeria is plagued with varied problems which are causing the standard of education to nosedive rapidly. Adelakun and Otaki (2013) ^[2] declare that the Nigerian educational system "has gone the 'Nigeria way' downward, nondescript and decadent" (p.63). Specifically, the Pro-Chancellor and Chairman of Council of Crawford University, Professor Peter Okebukola, blames the poor quality of graduates produced by universities on secondary school education. Okebukola said the universities should not be blamed for poor-quality graduates if all they are feeding them with are mediocre, very poor-quality school leavers hence the need to "undertake a massive overhaul of the basic and senior secondary system to improve the feedback into our universities by changing the strategies used to run Nigeria's education system" (Adebayo, 2016, p.1) ^[1].

This challenge of the declining standard of education at the secondary school level in Nigeria may be exemplified by the application of the wrong style of leadership by Principals, which may cause teachers not fully focused on teaching. It is therefore pertinent to analyse the impact of Principals' leadership styles on the productivity rate of teachers in secondary schools in Patani Local Government Area of Delta State.

Objectives of the study

The objectives of this study were to:

1. Establish if the school is a Formal Organisation that can be run with the same leadership styles that exist in Formal Organisations;
2. Determine the extent Principals' leadership styles affect teachers' productivity in Patani Local Government Area;
3. Ascertain if a Principal's good communication skills can enhance productivity among teachers in secondary

schools in Patani Local Government Area; and

4. Examine the extent to a Principal's leadership style that involves teachers in the decision-making process can increase Teachers' productivity.

Operational definition of terms

For conceptual and operational clarity, the following terms are defined.

Authority: The power or right to give a command or to enforce obedience to make a final decision.

Autocratic: A leader who has absolute power. Leadership that needs to be obeyed all the time

Laissez-Faire: The act of allowing an individual to live a care-free life without any interference.

Leadership: The ability or quality of leading.

Organisation: A unified system for a purpose.

Principal: Head of Secondary school. Professional educators are in charge of educational growth through the use of administrative and management abilities that ensure goal attainment within a specific school setting.

School: An institution for formal learning and teaching, a place for special instruction.

Style: This refers to peculiar manners in which an individual goes about something, act.

Subordinates: Those who receive instructions from their leader.

Teacher: The class instructor who directly teaches the students.

Review of relevant literature

Theoretical base

Leadership theories and research are a collection of explanations derived from inquiry and research that seek to explain how different leadership methods interact with the workplace (Oghenechovwen, 2007) ^[27]. According to Ogundele (2005) ^[28], there are several theories of leadership, ranging from those that focus on the leader to those that focus on subordinates, and others that focus on task circumstances. However, the premise behind this study is based on Argyis' immaturity maturity continuum.

Chris Argyis has always been concerned with improving the level of psychological function in the organisation, according to Schein (as cited in Guanah, 2012), on the assumption that if both the manager and subordinate could act in a more psychologically mature manner, the organisation and the people within it would benefit. Argy believes a leader should identify the personal needs of their subordinates and assist them to develop from immaturity at the point of the organisation to maturity as they are members of the organisation. Leaders who do not provide opportunities for their subordinates to experience maturity are likely to experience frustration, and may act inconsistently with the goals and objectives of the organisation.

This theory becomes handy when it comes to Principals' leadership because the Principal has to identify the needs of the teachers, and see how these needs can be met so that they can be more productive in the secondary school system. When this is not done, the teachers will be left demoralised, and will not be able to give their best, thereby negatively impinging on the educational system.

The school as a formal organisation

Different people and authors have defined the word

"Organisation" (organization) in various ways. An organisation, according to Sekar (as cited in Guanah, 2012), is a purposeful structure with various subsystems in which individuals and activities are organized to fulfill predetermined goals through division of labor and coordination of activities. Wiwchartuck (as cited in Guanah, 2012) cites Webster to have defined organisation as "a number of individuals systematically united for some end of work" (p. 11).

Daminabo-Weje and Amah (2004) ^[9] see an organisation as a system made up of purposeful, social, units, which are coordinated to contribute effectively to the organizational general goals. They also say organisation is a framework of management process (planning, organizing, staffing, directing, and controlling), by which the activities of the enterprise are dispersed among the management, supervisory and specialist personnel employed in its service. Robbins defines an organization as a consciously co-ordinated social entity with a relatively identifiable boundary that functions on a relatively continuous basis to achieve a common goal or set of goals, while Schein defines it as the planned co-ordination of activities of several people for the achievement of some common, explicit purpose or goal, through division of labor and function and a hierarchy of authority and responsibility (as cited in Guanah, 2012). On their part, Oniyama and Oniyama (2002) cite Gibson, Ivancevich and Donnelly to have defined organisation as a co-ordinated unit comprising at least two persons working toward a common purpose or set of goals.

From the foregoing, it can be deduced that organisations are structures put in place by human beings to achieve some laid-down goals and objectives which makes it a social entity. When critically analysed, it will be seen that the school qualifies as a Formal Organization. Egwunyenga (2005) ^[10] defines a formal organisation as a basic framework that enables people to work effectively and achieve set goals through integrated group effort. Formal organisation is a system of consciously co-ordinated activities of teaching and non-teaching personnel for the realization of specific goals.

Buttressing the foregoing, Alale (2012) ^[6] says the *school* exhibits the characteristic of formal organisations, "There is tenure in the school system. People join the school; they work to fulfill their tenures and they go. They are replaced by others, but the school remains" (p.24). This shows that the life of the school is longer than the life of the personnel that function in it. The school has both short-term and long-term objectives which may be clearly stated or implied in the total setup.

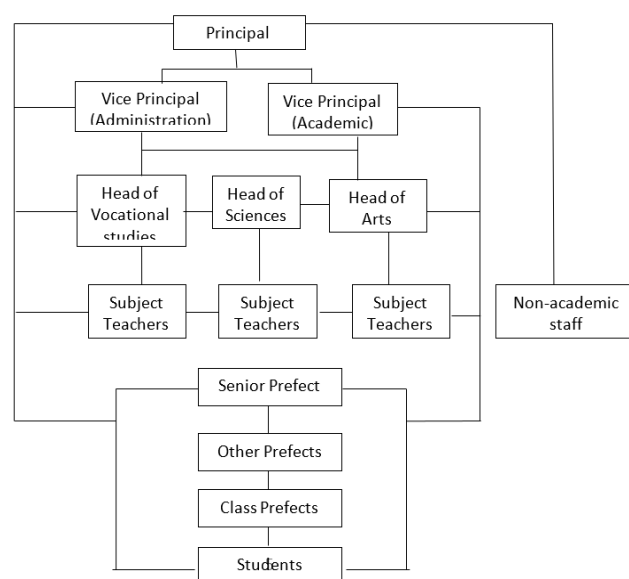
Just like formal organisations, the school system provides means of reporting performance and provide control device to take care of human errors to ensure the system performs. Alale (2012) ^[6] adds that power, authority, duties and responsibilities ensure a satisfactory service. The school system work with written documents such as statutes, edicts, constitutions to facilitate work activities at all levels.

The school has the feature and characteristics of a formal organisation like: needs or purpose, system of authority, division of labour, impersonal approach to work, provision of resources, merit-based employment and promotion, stability and flexibility, and work assessment among other characteristics. Hence, while looking at the *characteristic* of "purpose" as to why a school is set up, Oniyana and Oniyama (2005) ^[30] say it is self-evident that the school is

established by society to educate the young and elderly for them to grasp the society's norms, values, and advantages, in short, the culture of the society for them to operate as socialised members of the society. They go on to say that society has created responsible individuals who assist to maintain its continuity because of the school.

The school's goals are clearly stated in the National Policy of Education. According to Kalusi (2008) ^[17], the goals and objectives of Nigerian education are: the inculcation of national consciousness and national unity; the inculcation of the right type of attitudes for individuals to survive in Nigerian society; the development of mental, physical, and social abilities and competencies as equipment for individuals to live and contribute to Nigerian society; and the inculcation of the right type of attitudes for individuals to survive in Nigerian society.

The organisational structure of secondary school in Nigeria



The chart above shows the Organisational Structure of a typical Secondary school in Nigeria. This consists of the Principal, Vice-Principal, Head of various departments, Teachers, Non-academic staff and so on. The chart shows the power structure of the school. It means that in any organisation, there must be a structure of relationship that exists among the members.

The Principal is also expected to play leadership role in other aspects, that is why, while commenting on the Principal's role in ensuring that Nigeria's educational system benefits immensely from the Continuous Assessment of evaluation of learning outcome Odili and Ajua (as cited in Guanah, 2012) opine that all Principals should adopt genuine and honest approach in the management of resources provided for the implementation of Continuous Assessment.

Leadership styles

Every leader creates a pattern or style when dealing with his subordinates, and the phrase "leadership styles" refers to a consistent behaviour pattern as seen by those around him. Leadership style is influenced by a person's ideology, personality, and experience, as well as the sort of followers and the environment in which they operate.

Guanah (2021a) ^[12] posits that it is expected of leaders to make the right decisions that show direction since the leadership of society and development are intertwined. This position aligns well with the discourse on the style of leadership that Principals should implement in secondary schools. There are three leadership styles which are classified based on how leaders use their authority. The three styles are the Autocratic/Authoritarian, the Democratic, and the Laissez-faire or free-rein style of leadership. However, there are other leadership styles like the pseudo-democratic style, Bureaucratic leadership style, People-oriented leadership/relation-Oriented leadership style, Servant leadership style, Task-oriented leadership style, transactional leadership style, and transformational leadership style. However, only three are extensively discussed in this study

The Autocratic/Authoritarian

An autocratic or authoritarian leadership style indicates that the leader has complete control over his subordinates. As an autocratic leader, he demands total loyalty from his subordinates, and the power of decision-making is centralised in the leader's hands, with no room for proposals or initiatives from his subordinates. Many firms do not support this style of leadership since the human resource cannot be kept.

This style of leadership irritates creative people and team players since it prevents them from improving procedures or making decisions, resulting in low job satisfaction and productivity. This method, on the other hand, is ideal for employees who require tight supervision to complete particular duties. When the authoritarian leader is there, group members just do what he or she is told, and productivity is high, especially when the leader is around, but falls when the leader is away.

The Democratic

This is an employee-centered leader who persuades and considers the sentiments of subordinates, as well as involving them individually or as a group in decision-making and problem-solving. Criticism and appreciation are offered objectively, and the group develops a sense of responsibility. This leadership style aids the team in assimilation of change more effectively and quickly than other types. There is a high level of quality and production, and new ideas and modifications are welcomed. However, when a choice must be made quickly, this method may be problematic. It can also make things move more slowly.

Laissez-faire/Free-Rein

This type of leader does not define a goal for the group; instead, they just allow individuals or groups to do what they want, with decision-making carried out by anyone in the group is ready to take responsibility. Power is rarely if ever, used by the leaders in our country. They offer their subordinates a great deal of autonomy in their work. The French word "Laissez-faire" means "Let people do as they like". The group has little interest in their work because of the non-challant attitude of the leader (Gbadamosi & Adabakin, as cited in Guanah, 2012). Teamwork and morale are low. This style can be useful in a business where creative ideas are important. It can be highly motivational, as people have control over their working life.

Principals' leadership styles and teachers' productivity

Tambawal (2006) ^[32] quotes Hornby to have defined the Principal as the highest in the order of importance, who takes leading in the pantomime, the chief person in authority, the most important leader of a school or college while he says Ozigi conceptualised the Principal in a variety of ways, thus: some people call him director because he gives orders to ensure that things are done quickly. In the school, he may be seen as a disciplinarian because he disciplines students and members of his staff. He could also be seen as a manager as he manages the various school affairs and resources. For Odo (2005) ^[25], the Principal is the school and the school is the Principal. No school can rise above the quality and integrity of the Principal. He determines the tone, sets objectives and standards and constantly evaluates performances for continued progress and development of the school.

To some people, the Principal is a co-coordinator who coordinates activities for work to proceed smoothly, quickly, and efficiently. He is also seen as a representative because he represents the school in the Ministry of Education or boards of education and their national matters. Thus, the Principal is also seen as a liaison officer because he mediates between the school and the community as well as between the school and/or superintending agencies. According to Tambawal (2006) ^[32], all these appellations fit the Principal because of the complex and diverse demands of his office. This must be the reason why Ogunlana (2005) ^[29] says the job of the Principal is unenviable because he/she has to function variously as the situation demands.

The Principal who heads a Secondary school is charged with the duty to supervise the teachers and cater to their teaching needs. The Principal also allocates teachers to the classes they are to teach having taken into consideration their qualifications and experience. He also ensures that teachers write their lesson notes, and he corrects them regularly (Adiotomre, 2009) ^[4]. He is the custodian of discipline concerning teachers and students. He establishes rules and regulations and determines the type of punishment to be meted out to offending students. These are some of the Principal's leadership roles that prove that leadership is needed in schools.

Emphasising the need for leadership in the school Alale (2012) ^[6] lists the reasons for the need thus:

1. Leaders are needed to fill the inevitable gaps or real administrative incompleteness or the imperfections of school design that must be in existence for something.
2. To help achieve goals and objectives set by management.
3. Leadership is also particularly needed for the internal dynamics of the school. As the school grows and changes, there arises the need to have leaders to plan, direct, coordinate, organize and control.
4. Leaders are needed to deal successfully with issues and problems that will continually arise from time to time in the school.

Having seen what leadership entails from the extensive discussion in this study there is no doubt that a Principal must possess some qualities that can make him/her an effective leader, and also make him/her display the right leadership style that can translate to his/her teachers' high

productivity rate.

The first criterion a Principal must have before he can be a successful leader in a Secondary school is that he must go through the gamut of education as a discipline, and be exposed to the entire curriculum. Adiotomre (2004) ^[3] sees education as a body of organized knowledge embracing: History of Education, Philosophy of Education, Comparative Education, Sociology of Education, Educational Psychology, Curriculum and Methodology, and Educational Administration. The Principal must have been a teacher himself at one time or the other before becoming a Principal. He must be acquainted with the sociology of education for him to understand the society and the community in which the school is located, understand educational practices among ethnic groups in Nigeria, broaden his mind to factors that affect the child's performance in the classroom, and understand the influence of various institutions on education among others (Oniyama & Oniyama, 2002). This will help as an effective leader.

Measuring teachers' productivity

The productivity level of Teachers can be effectively measured from the performance of students in internal and external examinations. When the majority of the students pass very well, it can be said that the productivity of the teachers has increased and is high, but in the case when the students perform very poorly in examinations, the productivity of the Teachers is said to be low. In effect, the productivity of Teachers cannot be talked about without mentioning the students.

Wasagu (2006) ^[35] says that it is equally important to note that the Principal is the person to whom the teachers and students are directly accountable. Many scholars will argue that the Principal should be held accountable for the total education programme of the school. Unfortunately, this may not be realistic and practicable in many, if not all government schools in Nigeria because the Principal has little to say about such critical matters as the selection of teachers, the formulation and administration of the budgets and other decisions which are often pre-empted by the various buds and commissions or even the ministry of education.

However, it is a fact that even though the Principal may not have a daily encounter with the students, as per daily classroom interaction, the leadership style of the Principal affects the performance of the students because the teachers who have daily interaction with the students do have constant interaction with the Principal and are affected by the decisions of the Principal which they must implement. Hence, the validation of Guanah's (2021b) ^[13] assertion that "good governance propelled by good and disciplined leadership is an essential factor in the development of Africa. If those at the helm of affairs in governance do not give the right leadership, development will only remain a mirage" (p. 22).

For Ameh (2006) ^[7] the Principal's functions extend to securing active participation of different interest groups of the school, including teachers, students, and parents, to achieve school objectives. The Principal as a consultant must be able to help teachers increase their knowledge of teaching and of the subjects, they teach so that their productivity can increase. This is done through the process of good leadership to improve the quality of instruction given to students. The experienced Principal helps teachers

in increasing their knowledge of teaching and also helps with regards to students' management and motivation.

Principals' leadership roles

Principals should base their decisions, reasoning, and actions on principles because organisations are destroyed by leaders who do not base their decisions on principles (Heward-Mills, 2003) ^[16]. A Principal should not favour any teacher above others, either because they were schoolmates, or because they are from the same ethnic group. Every teacher must be allowed to make the best of their lives in the schools, they should be motivated and productivity must be rewarded. Where a Principal favours a teacher, or set of teachers, above the others, the productivity level of the disfavoured ones will drop drastically.

The influence which teachers, lecturers, or spiritual mentors have on most individuals can never be over-emphasised (Kolawole, 2007) ^[18], that is why the Principal as a leader needs to move forward very rapidly so that he can be one step ahead of the teachers. It is only when he knows better than his teachers and staff that he can truly be a leader. He must have self-confidence. These will enable him to know how to inspire the teachers for better service delivery, which automatically results in the high productivity level of the teachers.

In his specialist area, the Principal is a specialist as such, the teachers in the subject area consult with him. The Principal can do this if he is versed in theory and practice, carrying out educational research through professional reading and attendance of conferences, seminars, and workshops. (Ameh, 2006) ^[7]. Corroborating this, Akande (2005) ^[5] notes that an educational leader should recognise that he must seek to continue to grow in his professional competence as a leader. There are many things that can be learned through experience and study in preparation for a career in Secondary school administration, but the role of an educational leader is a dynamic one and demands continued growth. That is why Ngwu (2006) ^[22] insists that the Principal is constantly the leader and manager, operating on a level different from that of the teachers and the students; and possesses different mandates and purposes.

The good leadership quality in the Principal will make him get along well with the teachers and thereby build trust in his leadership. Kolawole (2007) ^[18], quoting Kurt Einstein of Success Magazine, observes that, of the important characteristics in a work-related situation; 87 percent of all people fail, not because of capability but because of personality. He explains that people usually don't fail because they can't do the job, but because they can't get along with their co-workers. Where a Principal can properly balance his relationship with his teachers and in his relationship with them as it affects their work, there is bound to be an increase in the productivity of the teachers.

Materials and method

A survey research design was adopted for this study. The population of this study is 144, comprising the 135 teachers of the nine Delta State government-owned Secondary schools in Patani Local Government Area, and the 9 Principals of the nine schools. The schools are: Abari Secondary School, Abari. (Kabowei); Boys Model Secondary School, Patani. (Kabowei); Oproza Grammar School, Patani. (Kabowei); Aven Secondary School, Aven. (Kumbo); Bulu- Angiama Secondary School. (Kumbo);

Agoloma Secondary School, Agoloma. (Kumbo); Toru – Angiama Secondary School, Toru – Angiama. (Kumbo); Uduophori Secondary Commercial School, Uduophori (Tarakiri), and Odorubu College, Odorubu. (Tarakiri).

Simple Random Sampling and Stratified Sampling Techniques were used in this study. The Simple Sampling Method gave individual persons in the population equal chances of being chosen and included in the sample hence its choice, while the Stratified Sampling Method was used to make the maximum possible use of all the characteristics the researchers have about the study population.

Patani Local government area is made up of three clans, to wit, Kabowei, Kumbo and Tarakiri. Each of the clans has Delta State-government-run-Secondary schools. Two schools were picked from each of the clans. Since a representative number (Sample) of the population, which share the same characteristics as the total population has to be selected, because the population is small two-third of both the nine schools, one hundred and thirty-five teachers, and the nine Principals were selected. The sample size of 84 Teachers and six Principals from six schools from the Local Government Area were picked. Fourteen teachers were picked from each of the following schools: Abari Secondary School, Abari; Oproza Grammar School, Patani; Agoloma Secondary School, Agoloma; Toru-Angiama Secondary School, Toru-Angiama; Uduophori Secondary Commercial School, Uduophori, and Odorubu College, Odorubu.

This now gave the sample size of ninety (90) subjects from six (6) schools. The ninety subjects are made up of 14 teachers from each of the six schools and six Principals out of the nine Principals. The teachers handled various subjects in their different schools; they are both males and females, and their ages range from 25 years and above. The Principals are made of four males and two females. Their ages are from 40 years. Their years of qualification and teaching experience were also taken into consideration. This is done to give a reasonable wide range of representation of views and opinions. It is assumed that the views expressed by the sample size of the 90 selected subjects represented the views of all the teachers in Patani LGA as to the level of their productivity when it comes to their Principals' leadership styles.

The Questionnaire was the instrument for data collection. The questionnaire was given to a lecturer in the Department of Education, University of Port Harcourt, Port Harcourt, and to another lecturer in the Department of Education, University of Benin, Benin City, that are experts in instrument validation to review its contents. The Questionnaire contained dichotomous response questions of Likert Scale format of Strongly Agree (SA), Agree (A), Undecided (U), Strongly Disagree (SA), and Disagree (D); and Very Large Extent (VLE), Large Extent (LE), Undecided (U), Very Low Extent (VLE), and Low Extent (LE). The instrument was then restructured accordingly.

A pilot test was done on the questionnaire to test reliability. The Cronbach's alpha was used to test it. The Cronbach's alpha is calculated based on the number of items on the

survey (k) and the ratio of the average inter-item covariance to the average item variance.

$$\alpha = k \frac{\frac{cov}{var}}{1 + (k-1) \times \frac{cov}{var}}$$

This ratio assumed that the item variances are all equal, it specifies the average inter-item correlation, and the result is known as the standardized item alpha (or Spearman-Brown stepped-up reliability co-efficient).

$$\alpha = \frac{kr}{1 + (k-1)r}$$

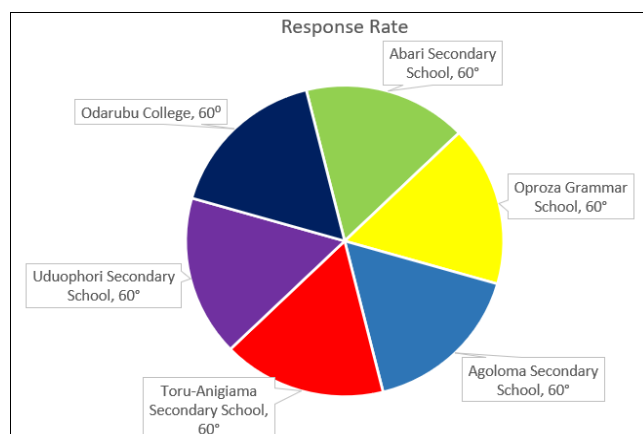
The value of the reliability co-efficient got from the pilot is 0.80. This means that the proportion of variance which is due to error is 0.20 or 20% while 0.8 or 80% represents the consistency or stability of the questionnaire.

Data collection

The Questionnaire was administered to the 90 respondents. The Questionnaires were filled out mostly by the respondents themselves.

Results

Pie-Charts, degrees, and simple percentages were used to analyse data.



Key: Abari Secondary School: ■ Oproza Grammar School: ■
 Agoloma Secondary School: ■ Toru-Angiama Secondary School: ■
 Uduophori Secondary School: ■ Odorubu College: ■
 Scale: 1% = 3.6°

Fig 1: Response Rate

Fig 1 shows that a total number of 90 respondents returned their Questionnaire; this represents 100% of the total Questionnaires that were distributed. The rate of response is an indication of how Principals and teachers are interested in the issue of leadership and productivity in secondary schools.

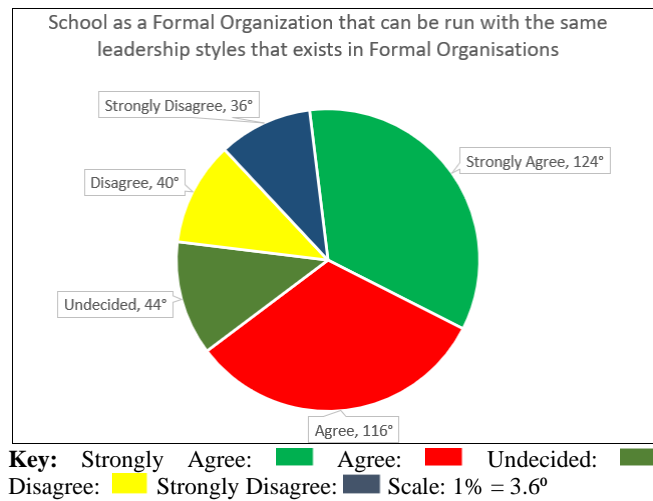


Fig 2: School as a Formal Organization that can be run with the same leadership styles that exist in Formal Organizations

The implication of Fig. 2 is that the school is considered as a Formal Organisation that can be run with the same leadership style that exists in Formal Organisations.

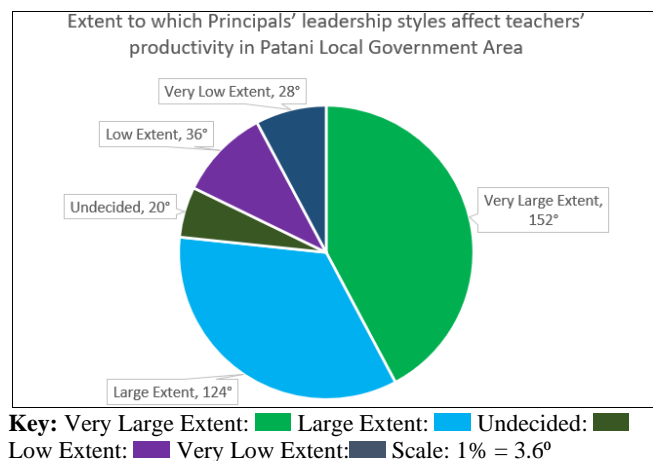


Fig 3: Extent to which Principals' leadership styles affect teachers' productivity in Patani Local Government Area

The data in Fig 3 clearly show that the type of leadership with which a Principal runs his school can affect the productivity rate of teachers.

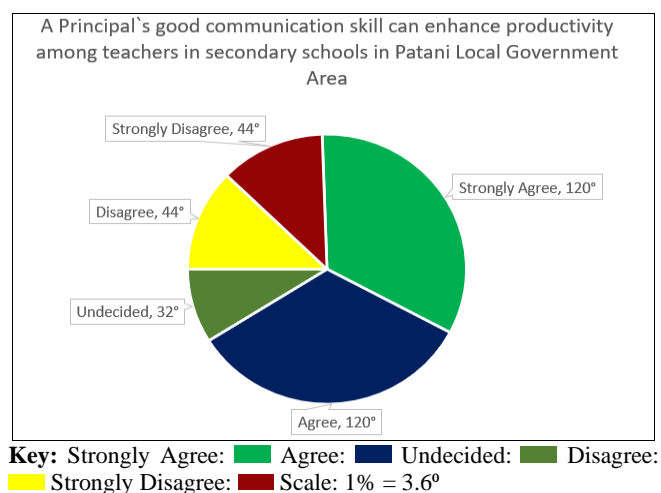


Fig 4: A Principal's good communication skills can enhance productivity among teachers in secondary schools in Patani Local Government Area

Fig 4 shows that good communication skill is inevitable if a Principal must successfully run a school as it is tenable in formal organisations.

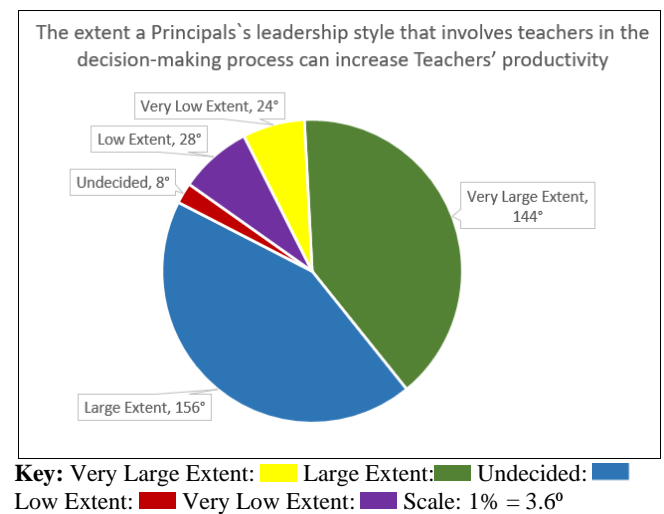


Fig 5: The extent a Principal's leadership style that involves teachers in the decision-making process can increase Teachers' productivity

The information gleaned from Fig 5 indicates that when people are involved in taking decisions that affect their work, their productivity level increases.

Discussion of findings

It was revealed from the analysed data that the school is a Formal Organisation that can be run with the leadership styles that exist in Formal Organisations. This aligns with the position of Egwunyenga (2005) ^[10] who sees a Formal Organization as a basic framework that enables people to work effectively and achieve set goals through integrated group efforts. Alale (2012) ^[6] also identifies how the school exhibits the characteristics of formal organisations.

Since the school possesses the characteristics of a social or formal organisation, it can be said that the school is a formal organisation, and therefore can operate with the parameters of the formal Organisation. One of these parameters is that of leadership. Other characteristics of the formal organization as listed by Adiotomre (2009) ^[4], citing Oniyama and Oniyama are: Need or Purpose; System of authority organized in hierarchical order; division of labour; Impersonal approach to work; Provision of resources; Employment and promotion based on merit; Stability and flexibility; rules and regulation remain for a certain period, with time internal and external factors could necessitate changes. Work assessment organization evaluates its activities from time to time to see if goals are achieved or not.

The school has a system of authority like other formal organisations that is why we have the Principal as the head of the Secondary School who sees to the day-to-day running of the school. Under the Principal are the Vice Principals, followed by teachers and non-teaching staff, and the students. Each of these personnel has responsibilities and authority to operate. However, the Principal who heads the Secondary school must have some leadership qualities for him to perform optimally and ensure that all the staff and teachers under him become productive.

To a very large extent too, the leadership styles of Principals

affect the productivity level of teachers and students of Secondary schools in Patani Local Government Area of Delta State. One of the reasons for this as marshaled by Wasagu (2006) ^[35] is because Teachers and Students are accountable to the Principal, and Uchefuna (2001) ^[33] conceptualises an effective teacher as he who produce desired results in the cause of his duty as a teacher, invariably under the Principal with a good leadership style.

For instance, democratic leadership style of Principals increases the productivity of teachers in Patani Local Government Area of Delta State. The Principal that displays democratic leadership style does so with commitment and when this happens there is bound to be productivity on the part of the teachers because they too will automatically be committed to their work and bring about a high level of productivity.

However, teachers' morale declines under the autocratic leadership style of Principals; this affects the productivity of teachers. Zibiri (2011) ^[36] observes that despite the importance of leadership, its contribution to improving school performance will not be maximized except leadership is distributed and shared with significant others.

These researchers do not agree less with Ngwu (2005) ^[21] who says that to be a Principal is to be passionately committed to empowering students, staff (teachers), parents and the community through educational leadership. He beautifully summarises this with the words of J. B. Conant, a distinguished American school Principal who says, *inter alia* "... the difference between a good school and a poor school is often the difference between a good and a poor Principal. A good school invariably means strong leadership by the Principal..." Of course, it is so glaring that the Laissez-Faire leadership style of any Principal will qualify him as a "Poor Principal" because he does not have strong leadership as a Principal, and therefore cannot produce teachers with high productivity levels.

According to Oghenechovwen (2007) ^[27], leadership commitment is an expression that reflects the level of seriousness leaders attach to issues or policy decisions of the organisation. He says a real leader is that who adheres strictly to a policy decision taken. Such policies should be backed with adequate resources so that such policies are implemented. A committed Principal focus on the school's goals all the time. He demonstrates a high proportion of relevant ambition for the part of success for his school to improve teachers' productivity.

Thirdly, findings from the field showed that a Principal's good communication skills can enhance productivity among teachers in secondary schools in Patani Local Government Area. For example, a democratic leadership style allows for interaction between the Principal and the teacher through communication, and this can only be done to increase the productivity of the teachers if the Principal is skillful in his communication. The Principal as a leader should be able to display considerable communication ability to convey his ideas, motivate others to follow them, and understand what others are communicating to him (Gbadamosi & Adebakin, as cited in Guanah, 2012).

Communication is defined as the act of passing information to another person or group of persons most often by talking or writing. To succeed as a leader, Odum (2008) ^[26] says it is vital to acquire excellent communication skills that would help to relate effectively with colleagues, subordinates and clients, that is why Goshe (2006) ^[11] refers to effective

communication as "another important skill for the school Principal". An effective communication refers to activities where messages, information and notices are transferred from one party to another; for instance, from the Principal downwards to the teachers and students, and vice-versa from the teachers upward to the Principal.

According to Heller (as cited in Guanah, 2012, p.32) "Not communicating at all conveys a very powerful message- the last one that a committee manager (leader) wants to deliver". He said a leader can never communicate too much but he should take care of the content and delivery of a message so that it inspires motivation upon its reception. "What the Principal says is as important as how he says it" says Nwamu (2005, p. 65) ^[23]. He says further that the Principal needs communication tools as well as necessary organizational skills and management ability to operate them. Good communication, therefore, can enable the Principal to build a lasting relationship with the school systems' key publics.

Principals must ensure that tasks are understood, supervised, and accomplished, and it is through communication that this can be effectively done. They must have the communication skill to keep their subordinates and other key people informed, that is why Maxwell (1981) ^[19] says an effective leader must be able to communicate, and great leaders can visually communicate, hence Ameh (2006) ^[7] adds that in the communication process, Principals should use tact and wisdom in talking to teachers. The teachers should be commended and praised for jobs and assignments well done. Principals should also openly recognise and commend teachers that are dedicated, loyal, and committed to school values and visions; this will go a long way to make them be more productive.

Lastly, this study found that a Principal's leadership style that involves teachers in the decision-making process can go a long way to increase teachers' productivity. The Principal who operates the democratic leadership style persuades and considers the feelings of the teachers, and involves them in decision making and solving of the problems of the school; this act goes a long way to give the teachers a sense of belonging and make them put in their best, thereby increasing their productivity level.

Where teachers participate in decision-making, quality and productivity are high (Gbadamosi & Adebakin, as cited in Guanah, 2012). It is evident that when a teacher utilises the benefits of a democratic style of leadership there will be a relative increase in his productivity. Goshe (2006) ^[11] citing Adeshina defines leadership as the abilities to get things done through the cooperation of the people within the organisation. It can be seen that this definition patronises the democratic leadership style in schools where consideration is given to subordinates (teachers) to contribute to the decision-making process. Ameh (2006) ^[7] supports this view when he says that in the leadership of the school; the Principal's role will be improved if he allows the teachers to share in decision making, and where possible delegate authority to them to act on his behalf. Doing this, enhances the maximizing of teachers' professional potentials. The more the staff members become involved, the more they are prompted to help in achieving the objectives (Tambawal, 2006) ^[32].

The democratic leadership style is the best in getting the cooperation of teachers as they are involved in and committed to the decision-making process. This will, in no

small measure, increase teachers' productivity level. Obidoa (2006) ^[24] concludes that involving teachers in decision-making, planning and execution of school activities at different stages also makes them have a sense of belonging in the system. The Principal should endeavour to build a team spirit in the teachers and carry all of them along like a good leader.

Conclusion

This study has provided a comprehensive image and recommendation of teacher productivity levels in secondary schools in the Patani Local Government Area of Delta State, as well as the variables that operate against productivity. Certain of the problems that come from leadership styles are some Principals' authoritarian regulations and the leadership's casual attitude regarding the welfare of teachers in the policy-making caucus of schools.

Teachers' productivity is usually hampered by a lack of motivation. There is also enough data in the study to indicate that leadership style influences teacher productivity, which has an impact on students. As a result, inadequate educational standards have a cascade of bad and positive consequences. Secondary school Principals should strive to improve their leadership styles to increase productivity.

Recommendations

1. The democratic type of leadership by Principals should be encouraged in Secondary schools because it allows both the Principals and Teachers to contribute to the high rate of productivity by the teachers,
2. The Ministry of Education officials should increase the inspection to Secondary schools to determine the type of leadership styles that are in place in the schools.
3. Government should provide an enabling environment to increase teachers' productivity by ensuring that erring Principals are sanctioned, and productive teachers are rewarded.
4. The autocratic type of leadership is counter-productive; hence Principals should endeavour to practice the democratic and people-oriented type of leadership.

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