

# Implementation of Teacher Leadership and its Effects on Teachers' Performance in Secondary Schools

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## Abstract

To maximise the effectiveness of secondary school education, teacher leadership has to be implemented to enhance the performance of teachers. Therefore, this paper described some major types of educational leadership that could boost teachers' performance, and help to provide a superior learning environment for students that will lead the way in secondary school education. This study, which is hinged on the Performance causes Satisfaction and the Managerial Grid theories chose six secondary schools in Oshimili South Local Government (LGA) of Delta State, Nigeria for analysis. The researchers employed a descriptive survey research design with a population and sample size of 111 and 86 respectively, while the questionnaire was used as the instrument for data collection. Bar Charts and simple percentages were used to analyse the data. Findings showed that the attributes of conflict management ability, good role model, and display of humility in teachers' leadership affect performance significantly, and that there is a correlation between laissez-faire leadership style and teachers' performance in the sense that this style of leadership negatively impacts on teachers' performance. Based on the findings, it was concluded that teacher-leaders should vary their approach of leadership to achieve high-performance levels without undermining other teachers' satisfaction levels. The recommendations include that the Democratic type of leadership by teacher leaders should be encouraged in Secondary schools because it is encompassing; that schools may implement a teacher leadership model as a strategy to downsize and cut costs for the school. In most cases, distributing administration among the teachers could reduce overall personnel costs, among others.

**Keywords:** Effects, Leadership, Performance, Secondary, School, Teacher.

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## INTRODUCTION

Quality education, especially secondary school education, is the bedrock of every society, therefore, those who are offering the education must be seen to be capable of doing so through the style of leadership they exhibit because it determines their performance on duty. Guanah (2012) has previously said that the secondary school serves as a bridge between primary and tertiary institutions, solidifying what has been taught in the former and preparing the student for the latter. He goes on to say that if something goes wrong in secondary school, the student is likely to have a chaotic university education, therefore the necessity to guarantee that the secondary school is well managed by the right leadership.

According to Newman (as cited in Guanah, 2012), "If there was a time in history when we should be studying the principles of leadership it is now. Worldwide we are facing a leadership crisis. The great need of the hour is for positive, constructive, dynamic, creative and effective leadership" (p. 4). He goes further to say, "Business, industry, government, labour, education and the church are all starving of effective leadership." Barnes (2005) do not agree less with Newman when he opines that whether in business, politics, or the community (school inclusive) today leaders have more in common with their legendary predecessors than they may realise; this goes to show that leaders (Teachers) can make decisions that affect lives even outside the school because the secondary

school students they oversee will one day be part of the large society.

Akande (2005) believes that even though research studies have failed to identify universal qualities of leadership in education, there is considerable evidence that certain qualities such as sincere interest in people, concern for professional growth, a consistent philosophy, open-mindedness to change, a sense of humour and good emotional control, are present to a greater degree is acknowledged.

Kuye (2004), citing Kootz and Ethers says that those in charge of an organisation's management must include variables that encourage individuals to participate as effectively and efficiently as possible into the overall system. Armstrong and Brown (2001) further stated that the ability of leadership to apply the factor competency in human resource management can contribute to the high level of individual, and therefore the organizational effectiveness. That is why Wright (2000) says the character of the leader adds value to the organisation and contributes significantly to the shaping of the organisation culture. Having been severally argued by scholars like Alale (2012), Guanah (2012), and Oniyana and Oniyama (2005) that the school is considered as a Formal Organization that can be run with the same leadership style that exists in Formal Organisations.

Ngwu (2005) refers to principals and teachers as the human capital of the Nigerian Secondary education system, and Ngwu (2006) adds that Principals and Teachers in Secondary schools in Nigeria have the primary responsibility, over and above any other social group or class, of acquiring knowledge within an interdisciplinary perspective and using such knowledge to explore and lay bare for the children and the youth the historical, ideological, sociopolitical, economic and cultural conditions in Nigeria and the attendant needed changes as espoused in the reform programme of the federal government. According to Marshbank (2018), teacher leaders are defined by their ability to support their peers, and a successful teacher leader is not concerned with being perceived as superior to those around them; rather, he or she strives to make the school a better place by assisting their colleagues whenever possible. "Many schools have developed frameworks in which instructors accept official leadership responsibilities in the school, such as master teacher, department chair, team leader, helpful teacher, or mentor," says one teacher (Danielson, 2006, p. 18). The National Education Association - NEA (2011) declares that:

Teachers in leadership roles work in collaboration with principals and other school administrators by facilitating improvements in instruction and promoting practices among their peers that can lead to improved student learning outcomes. By doing so, they support school leaders in encouraging innovation and creating

cultures of success in school. Teacher leadership can neither be effective nor successful without principal support, but neither can the principal maximize his or her effectiveness without harnessing the talents and expertise of teachers in leadership roles (p.11).

Teacher leadership includes, among other things, managing teaching, learning, and resource allocation. Teachers who are experienced and well-respected can coordinate their affairs with their colleagues. Because the teacher is closer to the children in the school organogram, when instructors are one level encumbered with decision-making responsibilities, pupils and teachers are immediately impacted. When it is two or more layers higher at the principal, superintendent, or school board level, this is different. One of the most daunting challenges of secondary school education in Nigeria is that good leadership. The major dilemma is how to navigate through this challenge, more so now that leadership has become such a topical issue in the discourse of secondary education such that teachers are to reinvent themselves more pragmatically in the education system.

There have been various seminars and workshops on how teachers should show leadership, but have we been able to make reasonable progress in this sphere? Have these laudable efforts produced the desired results by putting credible and responsible leadership in place in the secondary school system? The ways and manners in which teachers administer secondary schools, particularly students, is a critical performance evaluation criterion in the educational sector in Nigeria. The above thus supports the notion that the leadership style adopted by teachers correlates with the performance of such teachers. Consequently, how does teachers' leadership style affect their performances in secondary schools in Oshimili South LGA?

### Statement of the Problem

When teachers correctly apply the right leadership style in secondary schools, the positive outcomes of their performances will become glaring in the high rate of success in examinations by the students they superintend over. However, this doesn't tend to be the case in the secondary school system in Delta State, especially in Oshimili South LGA. It has been assumed wrongly that teachers 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 secondary school education.

There seems to be a low level of performance amongst secondary school teachers in Delta State, which is evident in the performance of most students as revealed in the poor yearly results of the West African School Certificate Examination (WASSCE). This may be due to the low performance of the teachers who are finding it difficult to adopt the right leadership styles.

Therefore, this study is embarked upon to assess the impact of teacher leadership on their performance in Oshimili South LGA of Delta State. Their performance can be adjudged to be high if students pass well in their examinations while it will be adjudged low if students perform abysmally in examinations.

## OBJECTIVES OF THE STUDY

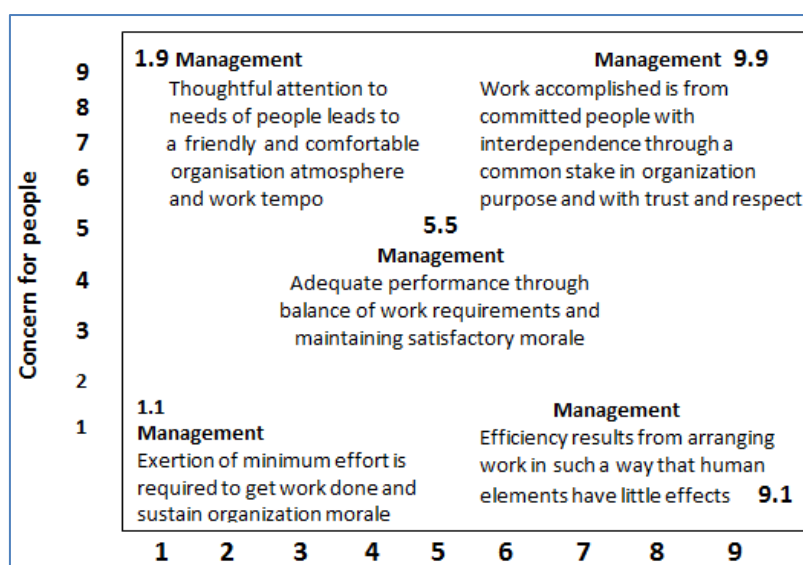
- Investigate if personality attributes like conflict management ability, good role model, and display of humility in teachers' leadership affect performance.
- Analyse the correlation between autocratic leadership style and teachers' performance (student achievement)

- Asses the correlation between laissez-faire leadership style and teachers' performance (student achievement)

## Review of Relevant Literature

### Theoretical Foundation

The first theory of this study, the Managerial Grid leadership research theory, was propounded by Robert Blake and Jane Mutton, building on previous research that shows the importance of a manager having concern for both the welfare of the subordinates and concern for productivity.



Five basic styles that emanate from this research are very instructive (Blake and Mouton, 1985). These are diagrammatically represented below.

From the diagramme above, the following five extreme leadership styles are recorded by Alale (2012):

The first leadership style is 1.1. This position portrays a leader with minimum concern for people and productivity. Blake and Mutton call it the impoverished style because the leadership style is a failure since it has minimum concern for both production and concern for people's welfare.

The second style is 9.1. This indicates the high concern for people and minimum concern for productivity.

The third style under this research is 1.9. This represents a minimum concern for people and the highest concern for productivity. The leader under this category wants work done at all costs. This style is not good enough.

The fourth style is the 5.5 Grid. The leader under this leadership style has medium concern for productivity. The leaders here do not set goals too high.

The fifth style is 9.9 leadership style. The leader under this category demonstrates in his actions the highest possible dedication to both the welfare of the people and the highest level of productivity. Leaders here are called team managers.

The management Grid, according to Alale (2012), is a valuable tool for recognizing and characterising managing style. However, it does not explain why a manager falls into one of the grid's sections. To figure out why, he says, one must look at the underlying cause, such as the leader's or followers' personality traits, managers' skill and training, the enterprise environment, and other situational aspects that impact how leaders and followers respond. The teacher whose performance can be rated high falls under the fifth style (9.9 leadership style) because he is devoted to the core to ensure that his students are well catered for so that they can excel in their academics, hence this theory is relevant to this study.

The second theory is the Performance causes Satisfaction theory. Lawler and Porter (1967) are proponents of this theory. They believe there is a link between individual performance and employee satisfaction. They point out that, unlike the Contentment causes Performance idea, instead of satisfaction bringing about productivity, it is the employees' performance level that drives satisfaction. They also argue that the concept of high-performance incentives as a primary contributor to pleasure, inverting the causal link. Lawler and Porter (1967) conclude that the poor statistical findings do not suggest that there is no link between performance and satisfaction, but rather that there is a modest but positive association. The significance of this theory to this research work is that teachers feel satisfied anytime they discover that their performances yielded positive results.

### **The Teacher and Concept of Leadership**

Referring to the "Handbook of Leadership", Maiyaki (2006) defines leadership as an the relationship between members of a group. He says further that "leaders are agents of change, persons whose acts affect other people more than other people's acts affect them. Leadership occurs when one group member modifies the motivation or competencies of others in the group" (p. 8). Ogundele (2005), citing Bennis, contributed to the concept of leadership by viewing it as the process of encouraging a subordinate to behave in a desired manner. Leadership, from the standpoint of management, is the process of persuading people to achieve a set of goals. Employees can be convinced to contribute their full potential to the attainment of company goals in a less frightening and acceptable way through strong leadership.

According to Nwachukwu (2007), leadership is simply the skill of persuading people to focus their will, abilities, and efforts toward a leader's aim. In the context of organisations, leadership entails influencing individual and collective effort toward achieving organizational goals to the best of one's ability. Leadership focuses on the "people" part of management and is founded on the premise that the motivation, efforts, and talents of employees determine the efficiency of the business. Guanah (2021b) observes that the problem in Africa is that most of her leaders are hindering development in the continent because they lack the capacity, ability, and competence to bring about visionary leadership, thereby displaying bad governance. A leader is the most powerful individual in an organisation, providing leadership, directing group activities, and ensuring that the group's goals are met. Leadership is vital to the success of any company. Teachers who desire to stay closely engaged to the classroom and students, but are ready to undertake additional duties that allow them leadership possibilities in or outside the classroom while remaining teaching

full or part-time, according to NEA (2011), are teacher leaders (p. 27).

The teacher serves as a coach to his students, therefore he must exhibit the type of leadership that facilitates high performance by ensuring that the main goal of imparting education on his students is achieved. This calls for the teacher to create an inspiring and motivating environment in which students feel inspired to learn and acquire the necessary knowledge the secondary school is expected to offer. As such, teachers should utilise leadership styles that fulfils this objective. The teacher is a leader whose acts affect the students, and he/she modifies the motivation and competencies of the students. Marshbank (2018) maintains that every day, teachers lead students, understand them, inspire them, collaborate with them, and learn alongside them. This is so because of his belief that all teachers can make great leaders, therefore teachers must take up the mantle and lead each other and their students.

When a Teacher is exposed to educational psychology, he would be able to handle matters that affect the psyche of the students and thereby be an effective leader. Most of the students in the secondary school are adolescence, and the principal must be able to relate with them well because it invariably will affect the productivity rate of teachers hence Kuppuswamy (as cited in Guanah, 2012) observes that "the middle schools and high schools must provide a setting in which most of the adolescents can make the change from childhood to adulthood" (p.26). He goes further to say that "this must be one of the important ideas for the teachers at this level" (p. 27).

Many Educationists hold that acceptance of a "democratic" concept of leadership by the high school Administrators is basic in schools, committed to preparing future citizens for responsible participation in our societies. No wonder Akande (2005) submits that the major concern of Educational leadership should be sound instructions implemented through democratic relationships between the Principals and the teachers, and between teachers and students.

### **Leadership Styles**

According to Becker (2016), a leader's techniques and behaviours while leading, inspiring, and managing people are referred to as their leadership style. He goes on to say that a person's leadership style influences how they strategize and implement goals while taking into consideration stakeholders' expectations and the well-being of their team. The leadership style that entails in any given environment determines if the workforce will be highly motivated or not. This describes the characteristics of teachers, hence secondary schools needs effective leadership on the part of teachers. To exploit performance, teachers must develop leadership approaches that stimulate high performance.



There are various leadership styles that apply well in the educational setting; Lynch (2016) lists four: Servant leadership, Transactional leadership, Emotional leadership, and Transformational leadership. Becker (2016) says the 8 most common leadership styles are: Democratic Leadership, Autocratic Leadership, Laissez-Faire Leadership, Strategic Leadership, Transformational Leadership, Transactional Leadership, Coach-Style Leadership, and Bureaucratic Leadership. The Indeed Editorial Team (2021) insists that the most effective leadership styles in education are: Affiliate, Authoritative, Coaching, Coercive, Emotional, Instructional, Pacesetter, Strategic, Transactional, and Transformational. According to Marshbank (2018), an effective teacher leader must be interested in other classes, assist when required, advocate for progress, listen intently, and be pleasant and compassionate. However, the most popular ones are: The Autocratic/Authoritarian, the Democratic, and the Laissez-faire or free-rein style of leadership.

### **The Autocratic/Authoritarian**

This style of leadership is the direct opposite of the democratic leadership style: it gives little scope to the led to influence decisions and uses fear, coercion, threat, and intimidation to get things done. This sort of leader is well aware of his power and has little faith in his followers. He provides commands and expects them to be followed without question at the time and tempo he specifies. He takes judgments without consulting any of his subordinates. Before a change in direction, employees are neither considered nor consulted (Becker, 2016).

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. This model, on the other hand, is ideal for employees who require tight supervision to complete particular jobs. 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 drops when the leader is away.

The authoritative leadership style, on the other hand, is recommended by the Indeed Editorial Team (2021) in an educational context that demands or currently works under tight norms and procedures, to guarantee that those being led obey the leader. The authoritative leadership style is thought to establish a large-scale vision and the short-term goals necessary to achieve it, after which the leader can delegate specific guidelines for how each person can assist the organisation in achieving those goals, supervise the staff or students to closely monitor performance and progress. When a leader follows this method, students, educators, and even administrators admire the leader and his agenda.

### **The Democratic**

Democratic or Participative style of Leadership stands in between the two extremes of the autocratic style and the laissez-faire style of leadership, in this style the leader acts friendly to his subordinates, and goes with any decision after having a mutual consent and discussion with them, the subordinates are encouraged to put forth their suggestions to the leader and the organisation which motivates the employee as he gets the confidence of the leader and can perform better in his work. According to Becker (2016), democratic leadership is one of the most effective leadership styles because it empowers lower-level employees to wield authority that they will need in future jobs. It is also comparable to how business boardrooms make decisions.

### **Free-Rein/Laissez-faire**

Lewin Lippit was said to be the one who first identified the Laissez-Faire style of leadership style along with Autocratic and Democratic styles of leadership. This type of leaders do 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 anybody in the group is ready to take responsibility. Power is rarely, if ever, used by the leaders. They allow their subordinates a great deal of autonomy in their work. Laissez-faire leadership is often referred to as "Hands off" leadership. This French phrase translates to "Leave it alone." The leader normally gives his subordinates no instructions and lets them get on with their task. This type of leadership can be effective only if the leader provides proper monitoring over his subordinates.

### **Transactional**

Managers that use Transactional Leadership reward their staff for the job they perform (Becker, 2016). The characteristic of transactional leadership, according to Lynch (2016), is "give and take," because it is fashioned after a commercial transaction. Employers require labour, and workers provide it in exchange for compensation. The "quid pro quo" ("something for something") is at the heart of the workplace, and most people are happy with it. However, it only works if everyone involved views it that way. According to the Indeed Editorial Team (2021), exceptional leaders not only establish these objectives, but also give additional resources and assistance within reasonable limits to ensure that employees and students succeed. When the people you manage are driven by money or some concrete incentive, a transactional approach works best.

According to Lynch (2016), in education, there is frequently more at risk for employees who regard their professions as more than simply a basic exchange of services for money, but as having a greater purpose. As a result, money is not a driving force. Indeed, the Editorial Team (2021) believes that because many

educators are driven by more than just money, a transactional strategy may only work for a small group of teachers.

### **Emotional**

Emotional leadership is concerned with the emotions and motives of people being led. It necessitates that leaders be emotionally intelligent themselves, and then utilise that emotional intelligence to drive others. According to Lynch (2016), emotional leadership is when a leader taps into their emotional centre to identify the best way to lead their followers.

To properly apply this leadership style, a leader must have high emotional intelligence and be able to read and comprehend the emotions of his or her employees or pupils. Indeed, the Editorial Team (2021) adds that the leader must also know how to encourage people by appealing to both their present emotions and the emotions they wish to experience.

### **Transformational**

Transformational leadership combines the best qualities of each of the preceding forms of leadership with a strong sense of shared purpose to motivate followers. This is so because all of these different styles of leadership have an impact on transformational leadership, it is always a good idea for leaders to understand more about them so that they may give the best help and advise to the people they serve.

As a transformative leader, you take a collaborative approach to management and set a fantastic example for those you lead. You may build a common drive to grow and achieve objectives through empowering people. This approach entails clear communication at all levels, the formulation of broad objectives, and job delegation without the need to constantly monitor performance and progress (Indeed Editorial Team, 2021).

According to Lynch (2016), transformational leadership in education provides the best of everything, from tapping into workers' emotions to giving a compensatory core, as in other forms of company, to directing from a position of support. According to Becker (2016), transformational leadership is a highly recommended kind of leadership among growth-minded organizations because it motivates individuals to realize their full potential. Transformative leaders, on the other hand, risk losing sight of everyone's individual learning curves if direct subordinates do not receive the required coaching to assist them handle new responsibilities.

### **Coach-Style**

Like a coach of a sports team, this leader is concerned with identifying and nurturing the unique characteristics of each member of his or her squad. He also focuses on tactics that will improve the effectiveness of his team's collaboration. This

leadership style is akin to strategic and democratic leadership, according to Becker (2016), but it focuses more on the growth and success of individual workers.

When a leader uses a coaching leadership style, he or she becomes a mentor to his or her team or class. He establishes deep relationships with the people he leads and concentrates on assisting them in the development of their abilities. Indeed Editorial Team (2021) emphasises that the leader's role as a coach is to identify areas of weakness in his pupils or employees and show them how to develop.

### **Strategic**

A strategic leader is primarily concerned with building frameworks that enable others to achieve long-term objectives. When he uses this strategy, he should concentrate on data analysis, resource allocation, and relationship development. Partnerships and cooperation are also important to strategic leaders when it comes to achieving big objectives. Consider utilising a strategic approach to better focus on analysing current school and classroom performance and creating objectives to achieve greater results, as the strategic leader focuses on long-term planning.

Strategic executives, according to Becker (2016), sit at the crossroads of a company's primary activities and its development possibilities. He or she is in charge of executive interests while also ensuring that everyone else's working conditions are stable. Strategic thinking helps a variety of employees at once, making it a popular leadership style in many companies. Leaders who operate in this manner, on the other hand, may establish a hazardous precedent in terms of how many people they can assist at once and what the best course of action for the firm is if everyone gets their way all of the time.

### **Teacher Leadership in Education**

Teachers have daily encounters and interactions with the students, as per daily classroom interaction, the leadership style of the teacher affects the performance of the students and are affected by the decisions and instructions of the teachers which they must implement. Guanah (2021a) posits that the quality of leadership tenable in any society has a lot to do with the level of development that takes place in that society. Correspondingly, this is applicable in the secondary context where the quality and type of leadership exhibited by the teacher will determine the rate of development of the students in their academic endeavours.

Akande (2005) believes that even though research studies have failed to identify universal qualities of leadership in education, there is considerable evidence that certain qualities such as sincere interest in people, concern for professional growth, a consistent philosophy, open-mindedness to

change, a sense of humour and good emotional control, are present to a greater degree is acknowledged.

According to Ajao (2001), the quality of education is determined by the teachers' performance in their duties. Over time, students' academic performance in both internal and external examinations has been used to determine excellence in teachers and teaching; it is no surprise, then, that Uchefuna (2001) defines an effective teacher as one who achieves desired results in the course of his responsibilities as a teacher. This aligns with the position of former American President, Harry Truman, who asserted that "Progress occurs when courageous, skilful leaders seize the opportunity to change things for the better" (as cited in Kwakpovwe, 2021, p. 86). Students perform excellently under a skilful and innovative teacher that operates the right leadership style.

The National Education Association (NEA) (2011) describes teacher leaders as, "experienced professionals who have earned the respect of their students and colleagues and have gained a set of skills that enable them to work effectively and collaboratively with colleagues. They work closely with principals who have been trained to develop and implement effective mechanisms of support for teachers and teacher leaders" (p. 27-28).

The teacher whose performance must be high is that teacher who finds out the subjects, and areas of the subjects that his students have problems within understanding them, and he goes ahead to look for means on how to help such students address the problems. This is essential in the line of duty of the enterprising teacher, not just because it shows a sense of right leadership, but also because his performance as a good teacher can only be judged by the aggregate performance of his/her students in their academic work.

## METHODOLOGY

The research population consists of the 221 Senior Secondary Schools in Delta State with 17, 821 teachers (Delta State Ministry of Basic and Secondary Education, 2015). The researchers purposively chose 6 Secondary schools in Oshimili South Local Government (LGA), Asaba, Delta State. This LGA is cosmopolitan hence all the villages and towns in it are fused into a big city known as Asaba. The chosen schools are Asagba Mixed Secondary school (AMSS), Uzoigwe Secondary school (USS), West End Secondary school (WESS), Okpanam Secondary school

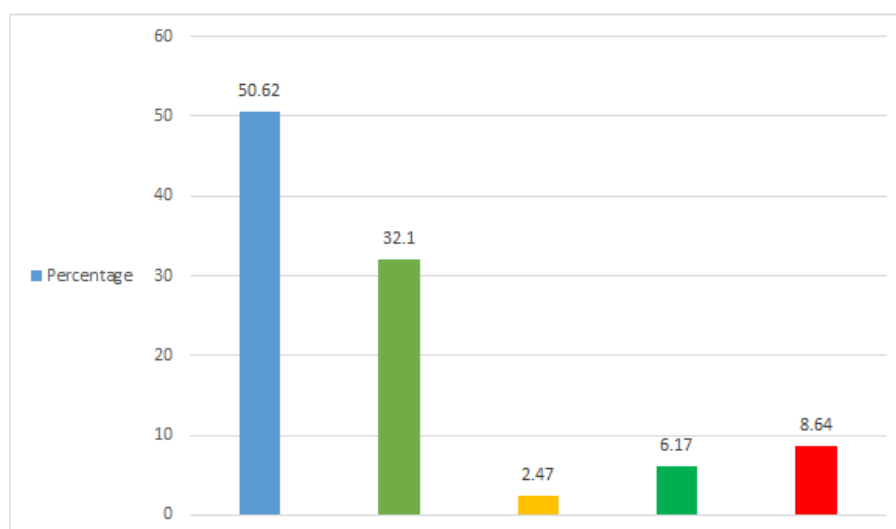
(OPS), Zappa Secondary school (ZSS), and Anglican Girls Government School (AGGS).

This study adopted the descriptive survey research design with a total population of teachers in the 6 Secondary schools that were purposively chosen because they are evenly spread around in strategic locations of the local government, being situated in every zone of the city of Asaba. Precisely, the population was made up of all 111 male and female teachers (69 male and 42 females). The sample size for this study is eighty-six (86) since the population of the teachers is finite and known. The sample size was established at 95 percent confidence level and 5 percent sampling error. According to Krejcie and Morgan (1970), when the finite population is between 110 and 119, the required sample is 86.

The researchers designed twenty-two item questionnaire with two sections, A and B, to elicit responses from respondents for the study. Section A elicited responses on bio-data and section B, elicited responses on the frequency of teachers, teachers' performance levels, teachers' involvement in leadership, personality attributes in teachers' leadership and how they affect performance, the correlation between autocratic leadership style and teachers' performance (students' achievement), and the correlation between laissez-faire leadership style and teachers' performance (students' achievement). A 4-point modified Likert Scale of Strongly Agree (SA), Agree (A) Disagree (DA) and strongly disagree (SD) was Used for the items. The instrument validity and reliability were established through a trial test using face and content validities by experts in the field of Educational Management. The researchers adopted the test-retest methods to determine the reliability of the instrument. A correlation coefficient of 0.82 was obtained at 0.05 level of significance showing high reliability. The copies of the questionnaire were personally administered to the teachers in the 6 secondary schools. Responses derived from the respondents were subjected to the use of frequency distribution table and percentages for data analysis. Out of the 86 copies of the questionnaire administered to the respondents, a total of 81 (94.19%) copies were recovered while 5 (5.81%) were not returned.

## Presentation and Analysis of Data

Bar Charts and simple percentages were used to analyse the data.



**Fig-1: How conflict management ability, good role model, and display of humility in teachers' leadership affect performance**

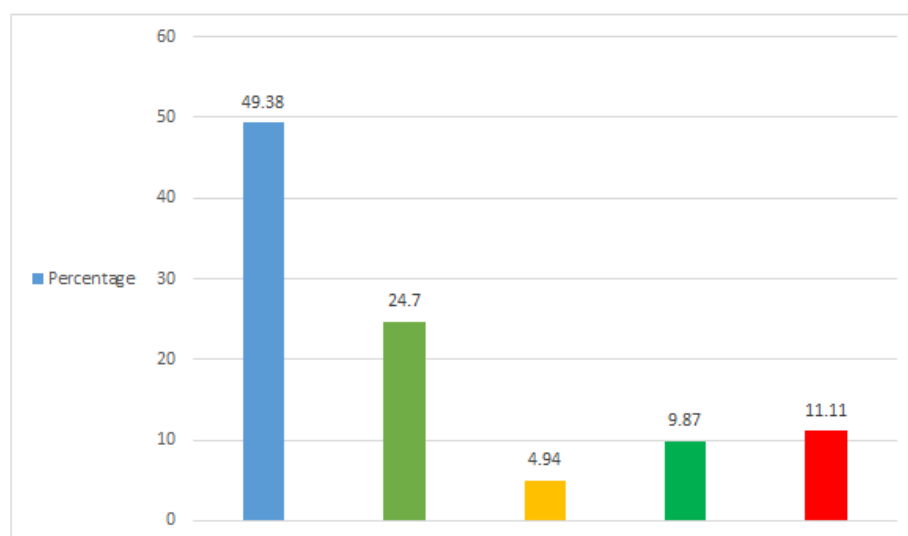
Source: Field Survey, 2021

KEY: Strongly Agree: ■ Agree: ■ Undecided: ■ Disagree: ■ Strongly Disagree: ■

Scale: 1cm = 10%

The data in Figure 1 show that the attributes of conflict management ability, good role model, and

display of humility in teachers' leadership affect performance significantly.



**Fig-2: Correlation between autocratic leadership style and teachers' performance (student achievement).**

Source: Field Survey, 2021

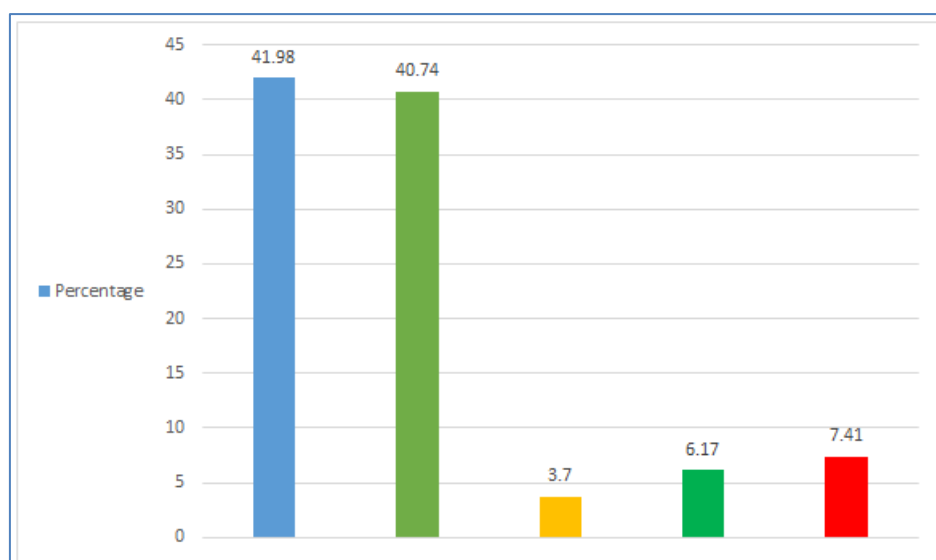
KEY: Very Large Extent: ■ Large Extent: ■ Undecided: ■ Low Extent: ■ Very Low Extent: ■

Scale: 1cm = 10%

The implication of Figure 2 is that with autocratic leadership the teachers' performance increased as is evident in the results of the students. It

means that even though the autocratic leadership style is harsh, it is result-oriented.





**Fig-3: Correlation between laissez-faire leadership style and teachers' performance (student achievement)**

Source: Field Survey, 2021

KEY: Strongly Agree: ■ Agree: ■ Undecided: ■ Disagree: ■ Strongly Disagree: ■

Scale: 1cm = 10%

Figure 3 indicates that there is the correlation between laissez-faire leadership style and teachers' performance in the sense that this style of leadership negatively impacts teachers' performance.

## DISCUSSION OF FINDINGS

Findings from this study reveal that, of a truth, a teacher's attributes like conflict management ability, good role model, and display of humility can affect their performance. The ability of the teacher under a democratic setting, to settle and manage conflicts among his students can increase the latter's performance level. Where there is animosity among teachers they won't be able to tap from each other's knowledge to improve performance, but when there is peaceful co-existence among the teachers there is bound to be an increase in their performance level.

A teacher, just as a leader, should be able to nib conflict in the school in the bud, and where this is not possible he must be able to demonstrate a high degree of conflict management with a high sense of tolerance. The teacher needs conflict management ability in his their work to achieve a high level of performance because man's everyday life is replete with situations of conflict. In fact, Okwechime (2009) says "From the moment we open our eyes at dawn to the point at which we click-off at night we are engaged in situations of conflict and conflict resolution" (p. 191).

One significant factor that increases performance anywhere is when a leader leads by example. When a teacher is a role model by diligently doing his work there is every tendency for the students to follow suit and imitate him. When this happens the excellent performance of the students will be recorded.

Teachers must be good role models to their students. Students do not only want to hear what they are expected to do, they want to see their teachers take the lead in showing the example. When this is done, the expected change is seen, and the students' performance will increase.

A teacher must show good and peculiar examples to his students, and exhibit a high sense of responsibility and the accountability attached to his job. For example, commenting about how to promote discipline in schools Kalusi (2008) says the school cannot achieve the ideal of promoting discipline if the head (Principal and teachers) and his team are not disciplined. Teachers should demonstrate before their students' good examples in their behaviour and performance of their functions such that their students would not find a gap between what they teach and practice.

It is only under the democratic leadership style that a humble leader can be found. Newman (1997) identifies humility as an important characteristic in the life of the leader. A teacher is expected to show a high degree of humility towards his students without compromising laid down standards and principles. He should be sensitive to the feelings of students while friendly considerate, helpful, responsive and friendly. Teachers should be consistent, humble, honest, modest, and fair in dealing with others. A teacher being a leader should be firm but not proud or stubborn in making judgment and decisions. Mahoney (1985) insists that pride shows that a person does not understand true leadership because true leaders are not lords.

The second finding of this study analyses the correlation between autocratic leadership style and teachers' performance (student achievement). The finding revealed that with autocratic leadership the teachers' performance increased as it is evident in the results of the students. It means that even though the autocratic leadership style is harsh, it is result-oriented.

This finding is inconsistent with the fact that an autocratic teacher leader takes decisions without consulting his fellow teachers, and when teachers are isolated from the decision-making process in the school it normally lowers their performance level. Autocratic leadership is considered to negate students' performance that is why Zibiri (2011) observes that despite the importance of leadership, its contribution to improving school performance will not be maximised unless leadership is distributed and shared with significant others.

Status leadership is associated with an official held by an individual. Assumption of position results automatically in acceptance of authority and certain responsibilities. If a person holds a specific position he may be referred to as a "Status Leader", and the Secondary school teacher falls into this category. School decisions require leadership, and the teacher as a status leader is the most suitable to be the person to provide it. However, Akande (2005) says some principals and teachers think leadership is based exclusively on the status and become autocratic in their relationship with people. Apparently, they feel that if a responsibility has been assigned to them it is their job to make all of the decisions alone about it. Hitherto, it is assumed that the more autocratic a teacher leader becomes the lower the performance of the students; this is because his harsh leadership style resents the students.

Students' achievement level are supposed to be very low under the teacher with the autocratic leadership style that is why Adiotomre (2009) rightly opines that there is high degree of dependency on the leader here and this can create de-motivation and alienation of staff. Teachers' supervisory approach must have to emphasise assistance rather than criticisms, and ensure that a supervisory practice do not detract from their professional dignity. That is to say, they should not be autocratic in their leadership style. It is the teacher leader that can make the students to excel in their academics, and this can only be achieved through his/her leadership style. If he/she is autocratic there is no way the students can do well in their academics.

The third finding indicates that there is a correlation between laissez-faire leadership style and teachers' performance in the sense that this style of leadership negatively impacts teachers' performance. Teacher leaders here look visionless and lack the gut to motivate or exert the type of leadership that will propel

teachers to perform. The teacher leaders delegate a chunk of their responsibilities to other teachers, and the teachers are not even properly supervised to ensure they work towards productivity.

There is no way a teacher's performance can improve under a Laissez-Faire leadership style, which is why Zibiri (2011) agrees with MacDonald who claims that the Laissez-Faire leadership style is linked to the highest rates of truancy and delinquency, as well as the slowest performance changes, which leads to unproductive attitudes and disempowerment of subordinates. Unfortunately, many teacher leaders in our secondary schools lack the will, focus, courage, confidence, and indeed the administrative acumen necessary to lead their schools to enviable heights. It is a truism that it is only under the laissez-faire leadership style that such laxities can be condoned.

The teacher leader is expected to be academically and professionally competent enough to deal with the roles and responsibilities both within and outside the school. It should have good personality traits such as modesty and tactfulness. These and other factors will help to improve teaching and learning and learning in the school, however, it's a pity that this is not tenable under the Laissez-Faire leadership style.

Discussing the strategies for coping with indiscipline in secondary schools, which is very rampant in the schools where the Laissez-Faire leadership style is operational. Ogunwuyi (2005) mentions some of the causes of indiscipline in Secondary schools as the Principal's: weak administrative ability, sexual and other moral laxity with students and members of staff, nonchalant attitudes to meetings, seminars, conferences, and too much familiarity with members of staff and of the community. These forgoing characteristics are prevalent in schools where Laissez-Faire leadership style is in place.

## CONCLUSION

Teaching is a noble profession, because it is the teacher who trains and produces the persons who eventually develop the society, ranging from Doctors, Engineers, Journalists, Scientists, etc. Teachers open students to new opportunities, expose them to their environment with a high degree of inquisitiveness, making them ask questions of why things are the way they are, what can be done to change things that are not working out well, and so on. Success is when he teaches people, and they turn out to be better than them. Bad leadership and lack of discipline by teachers will adversely affect students' academic output because students look upon them as credible and responsible leaders who are always right, therefore worthy of emulation.

This study has given a broad picture and suggestion of teacher leadership and teacher performance with regards to the type of leadership adopted at any point in time. On the basis of such varying results, the researchers conclude that teacher leaders should vary their approach of leadership to achieve high-performance levels without undermining other teachers' satisfaction levels. It is believed that if the necessary measures are adopted, they will improve the performance level of teachers concerning the leadership styles they operate.

## RECOMMENDATIONS

1. Since it is all-encompassing, democratic leadership by teacher leaders should be supported in secondary schools.
2. As a cost-cutting and downsizing technique, schools may employ a teacher leadership model. In the majority of circumstances, spreading administrative responsibilities among the instructors might save total staff expenditures.
3. To foster a collaborative work atmosphere, teachers and administrators should have access to professional development tools.
4. Systems to recognise and promote teachers who serve in leadership roles should be developed that are cost-effective, egalitarian, and streamlined.
5. Effective teacher leadership models and practices should be replicated in secondary schools.
6. Laissez-faire style of leaders should not be allowed in the Secondary school system. It is a source of laziness for the teachers as well as the students.

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