

Research Article

Impact of Managerial Leadership Behaviour of Principals on Job Performance in Public Secondary Schools in Bauchi State, Nigeria

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Abstract: The job performance of principals of senior secondary schools in Bauchi State Nigeria is frequently criticized for poor performance. Therefore, the objective of the study is to assess the managerial leadership behaviour of the principals on job performance. The researchers sampled 200 respondents from 400 population of the academic and non-academic staff of the senior secondary schools in Bauchi state Nigeria. Chi-square test was used to test the formulated hypothesis. The findings revealed that combination of both leadership and management skill can enhance job performance. That various leadership motivational techniques is based on love and care for job optimum performance. The study recommended that government should organize seminars and workshops or capacity building training to enhance and boost their professional competences among others.

Keyword: Leadership, Performance, Employee, Management, Organization.

Introduction

People working in organizations need to be led to work on a definite direction to accomplish the organizational goals successfully; this is because without leadership, an organization would only be a confusion of human and natural resources, an organization also requires leadership to use their precious assets to the fullest. Leadership become the focus and conduit of most other areas of organizational behaviour, leaders envision the future, they inspire organization members to chart its course and must instill values, such as quality, honesty, calculated risk, concern for employees and customers. The dissatisfaction of employees on the leadership in an organization is more often than not; reflected in high labour turn over, frequent complaints, strikes and deterioration in the Job performance (Anjekwu and Audu, 2010). Every group of people that performs near its total capacity has some person as its head who is skilled in the act of leadership. Ejiofor (1985) suggested that leadership motivational technique is based on love and care for the employee. It is also based on a fundamental rule of management, “that you cannot change people’s character, you cannot even control their actions most of the time”. Change comes from within or not at all, can you really inspire people you don’t care for and who are not very fond of you? The saying goes, if you want to influence people, love them, your influence goes as far as where your love stops. Bawa *et al.*, (2018) concluded that “the Nigerian educational sector must be well positioned to be able to contribute significantly and actively to national development”.

Statement of the Problem

Leadership styles and coupled with lack of stable environment for sustainable development, as well as the requisite potentials to address the challenges in schools have remained serious concern to all secondary schools in Bauchi State Nigeria. Hence, the leadership is frequently criticized by Ministry of Education, Parents, Examination Bodies and other critical stakeholders for poor performance. Their performances are replete on ignoring these situational factors such as supervision job demands,

time element, Exams performance and students and Teachers Discipline. Consequences of these under performances have contributed to the inability of the leadership to deliver services effectively and efficiently, thus, the schools are routinely accused of being inefficient, unsafe, falling short of quality and quantity targets and being backward in service delivery. Accordingly, paucity of funds, free-education mantra, and unnecessary interference in the schools administration by political and traditional institutions have negates and has negative impact on effective and efficient service delivery. These issues are call for concern.

Objectives of the Study

The general objective of the study is to assess the managerial leadership behaviour of principals on job performance, and also studied the following specific objectives.

- a) To examine the concept of leadership styles and their relationship with motivation.
- b) To identify leadership behaviour models and its effects on job performance.
- c) To determine the impact of leadership and managerial skills on job performance.
- d) To distinguish between task concern and relationship concern behaviours in relation to job performance.
- e) To examine the effect of transactional and transformational leaderships on job performance.

Research Questions

To achieve the aims of the research, the following research questions are formulated.

- a) What is the concept of leadership and how could someone determine the impact of leadership and managerial skills on job performance.
- b) How do leadership behaviour models affects job performance.
- c) How is it possible for a leader to be both tasked oriented and relationship oriented at the same time and even to identify the best of them.
- d) How could someone be task concern or relationship concern or even both to enhance job performance?
- e) What are the impact of leadership and managerial skills on job performance.

Research Hypotheses

The study used non parametric statistics to test the hypothesis and also used to denote the antecedent of a preposition as follows; null (Ho) and alternative (Hi) Hypothesis.

- a) **Ho:** There is no relationship between leadership styles and motivation.
Hi: There is relationship between leadership styles and motivation.
- b) **Ho:** That leadership behaviour model does not have effect on the job performances in senior secondary school.
Hi: That leadership behaviour model does have effect on the job performance in senior secondary schools.
- c) **Ho:** There are no differences between leadership and management skill that would enhance development in senior secondary schools.
Hi: There are differences between leadership and management skill that would enhance development in senior secondary schools.
- d) **Ho:** That task and relationship orientations are not effective in achieving the school goals and objectives.
Hi: That task and relationship orientations are effective in achieving school goals and objectives.
- e) **Ho:** There is no significant difference between the impact of transactional and transformational leadership styles.
Hi: There is significant difference between the impact of transactional and transformational leadership styles.

Literature Review

Leadership

Some behavioural scientist and other scholars have presented views, opinions and concepts concerning the subject matter, by what sign do people ordinarily recognize a man action, who leaves an indelible mark on the event into which fate throws him? The greater share of the past that he includes in the present, the heavier the mass he pushes into the future so as weigh on the events in preparation: his action, like an arrow moves forward with strength proportional to that with which its representation bent backward (Benzing, Chu and Kara, 2009). The superior/subordinate relationship is the one who influences motivation (Lawler, 1973) while a leader is the one who creates the most effective change in group performance (Cattell, 1951) i.e. leadership and motivation are inter connected. Despite of all the research and theorizing, the concept of leadership is still problematic, as Miller and Howard (1983) commented: “it has become apparent that after years of trying, we have been unable to generate an understanding of leadership that is both intellectually compelling and emotionally satisfying. The concepts of leadership remain elusive and enigmatic.

The Process of Leadership

Leadership is a reciprocal process (RP): Any aspect of the leader, group member or setting can influence and be influenced by every other variable in the system. An interactional view assumes that leadership is a fluid, dynamic process involving continual adjustments among the elements (Imaga, 2005). Leadership is a transactional process (TP): The leader/member relationship is a form of social exchange; leaders and group members trade their time and energy in exchange for valued monetary and social rewards (Basil, 1971). Leadership is often a transformational process (TP): The transformational leader increases group members' motivation, confidence and satisfaction by uniting members and changing their beliefs, values and needs (Ebiringa and Okorafor, 2010). Leadership is a cooperative process (CP): Of legitimate influence rather than sheer power. In a small group, for example, the individual who influences others the most is often designated the leader (Ile, 2001). The right to lead is, in most instances, voluntarily conferred on the leader by some or all members of the group. Leadership is an adaptive, goal-seeking process (AGP): for it organizes and motivates group members' attempts to attain personal and group goals (Kwathar and Ichongo, 2001). From the various definitions above, leadership is the process of influencing people so that they will strive willingly and enthusiastically towards the achievement of group and organizational objectives.

Leadership Differs from Management

Some people treat leadership and Management as “Synonymous”. But it differs, leadership involves influencing people to strive towards the achievement of group goals while, management involves planning, organizing, staffing, directing and controlling group activities to accomplish organizational goals. Therefore, in sum and substance, managers manage things, while leaders lead people. Leadership is a part of management but not all of it, leadership is also a component of controlling and coordination in management. This implies that a strong leader can be a weak manager because he/she is weak in other managerial activities like planning and organizing. A manager can be a weak leader and still be an acceptable manager, especially if he happens to manage people who have strong inner achievement drives. Watson (1983) have differentiated leadership from management by stating that “Managers are people who do things right and leaders are people who do the right thing. Management efficiency lays in climbing the ladder of success, leadership determines whether the leader is leaning against the right wall”. Zaleznik's (1977) distinction between leaders and managers is similar to the distinction made between transactional and transformatal leaders. Furthermore, leadership can exist in an organized groups but managership requires an organized structure. A manager is more than a leader. By virtue of his position, a manager has to organize and control the activities of people toward the accomplishment of objectives. Managership, thus, is a wider term. All managers are leaders but not all leaders are managers.

Research Methodology

Questionnaires were administered to sampled respondent drawn from the staff of the Senior Secondary Schools in Bauchi State, Nigeria. The sample of the study was 200 respondents; a random sampling technique was used to select 200 out of the population of 400 respondent, all the 200 questionnaire administered were filled and returned.

Data Analysis

The researchers used the non-parametric one simple chi-square test (goodness-of-fit test) to test the hypothesis. In testing the hypothesis 5% level of significance is assumed and chi-square was used.

Hypothesis One

Ho: There is not relationship between leadership styles and motivation.

Hi: There is relationship between leadership styles and motivation.

Contingency Table 1

Respondent's responses to what kind of motivation is being adopted by the principals in the school.

Respondents	Fo	Fe
Financial motivation	132	66.67
Non-financial motivation	35	66.67
Not at all	33	66.66
Total	200	200
Source: Field Survey (2018)		

Using chi-square formula $X^2 = ()$

$$X^2 = () + () + ()$$

$$= 64.02 + 15.04 + 17.01 = 96.07$$

$$Df = (r-1) (c-1) = (2-1) (3-1) = 2$$

at 5% of level of significance (2) degree freed = 5.99

Calculated chi-square 96.07

Tabulated chi-square 5.99

If calculated chi-square > tabulated chi-square reject null hypothesis (Ho) and accept alternative hypothesis (Hi). $X^2 96.07 > 5.991$

Decision

Since the calculated chi-square is greater than tabulated chi-square. We reject the null hypothesis and accept alternative hypothesis (Hi) we concluded that there is relationship between leadership styles and motivation.

Hypothesis two

Ho: That leadership behaviour model does not have effect on the job performances in senior secondary schools.

Hi: That leadership behaviour does have effect on the job performance in senior secondary schools.

Contingency Table 2

Respondent's response to how does leadership style (behaviour) of the principal affect job performance.

Respondents	Fo	Fe
Workers perform their job promptly and effectively	75	50
There is low absenteeism index	25	50
Workers exhibit high morale in the discharge of their responsibility	45	50
There is evidence of job satisfaction as workers coach happy and enthusiastic	55	50
Total	200	200
Source: Field Survey (2018)		

$$X^2 = () + () + () + ()$$

$$= 12.5 + 12.5 = 0.5 + 0.5 = 26$$

The level of significance used as 5% is (0.05)

$$Df = (r-1)(c-1) = (2-1)(4-1) = 3$$

At 5% level of significance, 3 degree of freedom = 7.81

Decision rule

If calculated chi-square > tabulated chi-square, reject the null hypothesis (Ho) and accept the alternative hypothesis (Hi). Calculated 26.7 > 7.81.

Decision

Since the calculated chi-square (x^2) is greater than tabulated chi-square the null hypothesis should be rejected and the alternative hypothesis should be accepted. We conclude that, the leadership behaviour does have effect on the job performance in the school.

Hypothesis three

Ho: There are no difference between leadership and management skills that would enhance development in senior secondary schools.

Hi: There are differences between leadership and management skills that would enhance development in senior secondary schools.

Contingency Table 3

Respondents' response on how important is the effect of managerial leadership styles on workers performance in the school.

Respondents	Fo	Fe
Very important	50	50
Important	45	50
Average	50	50
Less important	55	50
Total	200	200
Source: Field Survey (2018)		

$$X^2 = () + () + () + ()$$

$$0 + (-9.5) + 0 + 10.5$$

$$-9.5 + 10.5 = 1$$

$$Df = (r-1)(c-1) = (2-1)(4-1) = (1)(3) = 3$$

at 5% of level of significance (3) degree of freedom = 7.81

Calculated chi-square = 1

Tabulated chi-square = 7.81

Decision Rule

If calculated chi-square > than tabulated chi-square, reject the null hypothesis (Ho) and accept alternative hypothesis (Hi) $1 > 7.81$.

Decision

Since the calculated chi-square is less than the tabulated chi-square, the null hypothesis (Ho) should be accepted and alternative hypothesis should be accepted, we conclude that, there are differences between leadership and management skills that would enhance development in secondary schools.

Hypothesis Four

Hi: That task and relationship orientations are not effective in achieving school goals and objectives.

H0: That task and relationship are effective in achieving school goals and objectives

Contingency Table 4

Identify the work concerns practiced by the principal of the school

Respondents	Fo	Fe
Concern for production	155	100
Concern for people	45	100
Total	200	200
Source: Field Survey (2018)		

Using chi-square formula $X^2 = ()$

$= () + ()$

$= + =$

$= 140.25 + 79.75$

$= 60.5$

at 5% of level of significance (1) degree of freedom $(r-1) (c-1) = (2-1) (2-1) = 1$ Decision Rule I calculated chi-square > tabulated chi-square reject null hypothesis (Ho) and accept alternative hypothesis (Hi) $x^2 60.5 > 3.84$

Decision

Since the calculated chi-square is greater than the tabulate chi-square we reject null hypothesis we conclude that task and relationship concerns are effective in achieving school goals and objectives.

Hypothesis Five

H0: There is no significant difference between the impact of transactional and transformational leadership styles.

Hi: There is significant difference between the impact of transactional and transformational leadership styles.

Contingency Table 5

Respondents response what you understand by the concept of transactional and transformational leadership.

Respondents	Fo	Fe
Is a component of controlling management after coordination and communication	51	66.67
Is the process of influencing people to strive willingly toward achievement of group of goals	134	66.67
Is the ability to know you have vision that is well communicated to realize one's own leadership potential	15	66.66
Total	200	200
Source: Field Survey (2018)		

Using chi-square formula

$$X^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

$$= \frac{(51 - 66.67)^2}{66.67} + \frac{(134 - 66.67)^2}{66.67} + \frac{(15 - 66.66)^2}{66.66}$$

$$= 3.848 + 17.889 + 3.308$$

$$= 25.045 \text{ Calculated chi-square} = 25.045$$

$$(r-1)(c-1) = (2-1)(3-1) = 2$$

at 5% of level of significant (2) degree of = 5.99

Decision Rule

If calculated chi-square > tabulated square reject null hypothesis (Ho) and accept alternative hypothesis (Hi)

$$X^2 = 25.045 > 5.99$$

Decision

Since the calculated chi-square is greater than tabulated chi-square. We reject null hypothesis and accept alternative hypothesis (Hi). We conclude there is a significant different between transactional and transformational leadership style.

Findings

Data analysis and questionnaire response revealed that leadership styles of principals were fully involved in motivating their workers for optimum productivity. The participative models shows to be the best and effective model for the achievement of organizational objectives. Leadership models the way they do, though every situation calls for a deferent behaviour to be taken. Data analysis and questionnaire responses revealed that combination of both leadership and managerial skill can enhance job performance.

Data analysis and questionnaire responses revealed that most principals have concern for production as against the concern for people or both. On all the criteria assessed, it was found that the principals frequently display them. This implies that the principals frequently engage in searching for opportunities, experiment and take risks, develop plans for actions, and delegate responsibilities for effective and efficient job performance.

Conclusions

Managerial leadership and their relationship with motivation need to be enhanced, motivational expectancy theory is in full implementation. But focusing on financial motivation only will certainly contribute to low productivity and poor performance. Managerial leadership behaviour models and its effects have been seriously taken care hence, effective job performances need to be achieved. Various leadership motivational techniques should be based on love and care for job optimum performance. It should also base on a fundamental rule of management. Too much attentions to task concern will make the workers to dissent, while also too much attention given to relationship

concerns will lead to low productivity. Some leader can be transactional and transformational at the same time without identifying the distinction between the two. There are certain similarities between the two types of leaders but the most successful is how and where the application are to be made.

Recommendations

Therefore, the following recommendations are proffered.

- a) Leadership styles is tied to motivation, therefore, the principals must adopt and apply motivational expectancy through various motivational techniques for managerial effectiveness and efficiency.
- b) The government should organize seminars and workshops or even capacity building training to enhance and boost their professional competencies. This will sharpen the leadership behaviour model for effective job performance.
- c) The school managers or head of schools should demonstrate in practical terms how to integrate both management and leadership skills to harness the potentials of subordinates for optimum job performance.
- d) The school principals should as matter of urgency strike balance between these needs- i.e. GIT (Group needs) Task needs) (Individual needs) and exhibit concern for production and also concern for people, this style is the optimum leadership approach that will bring growth and development.
- e) The principal should be flexible and proactive in analyzing the difference between transactional and transformational leadership styles by been inspirational and careful solving problem. They should provide vision sense of mission.

Conflicts of interest

The author declares no conflicts of interest.

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