Correlates of Leadership Behaviour in School Administration among Principals and Teachers in Public and Private Secondary schools in Yenagoa, Bayelsa State.

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Abstract

This study investigated the correlates of leadership behaviour in school administration among principals and teachers in public and private secondary schools in Yenagoa, Bayelsa State. The study used a descriptive correlative research. One research question was raised and two hypotheses were generated and tested at 0.05 level of significance. The population of the study consisted of all principals and teachers in public and private secondary schools. Fifty principals and two hundred teachers were selected through the simple random sampling technique. The instrument for data collection for this study was a questionnaire. The questionnaire was self-developed and titled "Principals leadership behaviour and school Administration Questionnaire (PLBSAQ). It has a 47-item questionnaire divided into two sections. Section A contained the background information of the respondents while section B contained the leadership behaviours and opinions. The reliability of the instrument was ascertained by using Product Moment Correlation Coefficient from split-half method. The reliability coefficient was 0.78. Data collected were analysed with covariance and correlation statistics. The findings revealed that teachers in public and private secondary schools in Yenagoa, Bayelsa state had similar views concerning the leadership behaviour of their principals, and that principals of public and private secondary schools were in agreement on their leadership practices, which were closely related. Based on the finding, it was recommended that school principals should be democratic in their leadership behaviour, consult more with teachers before taking decisions, and modify their leadership behaviour to suit different situations and the school climate.

Keywords: Leadership behaviour, school administration, principals and teachers, public and private schools.

Introduction

Leadership is a subject of concern among scholars, managers and administrators. One reason for this concern is that the best way to bring about change in any organization is to change the behaviour of the organization's leader (Anomietei, 2018). Leadership is a complex phenomenon. In secondary schools, the principal is the leader and each has

his/her characteristic, attributes, values and behaviour. These attributes combined spell the leadership style, which can be described as the "behaviour pattern that a person exhibits when attempting to influence the activities of others as perceived by others (Anomietei, 2018).

One of the unique and complex organizations in the world of education is schools. Schools are called complex, because in these organizations, there are variety of resources that are interrelated (Pauzi, Apadi, Shobari and Rahmat, 2013). School principals are under increasing pressure to ensure that each and every student in their charge receives a high quality education and graduate not only at the right time but ready to transit to college and the work place (Riddle, 2010).

This seemed to be different from the ways schools operated in the 20th century when a school was successful as long as the majority of its students succeed. The change in focus from some students to all students succeeding comes at the same time schools are facing tightening budgets, declining revenues and scarce resources and at a time when students' needs are becoming more complex. In 20th century schools, demography was destiny. Even in the nation's best school systems, poverty, ethnicity and race more accurately predicted success or failure. In today's 21st century schools, the focus is on students learning and outcomes, what teachers teach takes a backseat to what students learn. Students are expected to improve continuously. Today's schools are judged by what the students know and are able to do. Local, states and national accountability mandates sends the clear message that it is no longer acceptable for significant segments of the student's population to be under achievers.

For schools to succeed under the 21st century demands, it will be up to the people that comprise the school to adopt new styles of work. School leaders who use 20th century skills and strategies get 20th century results. In today's schools, the principal is no longer just a manager. He/she is also the instructional leader of the school. Today, school leaders must redesign their school to align instruction, school initiatives and scare resources in order to prepare students for success. School leaders must create schools that make it easy for students, teachers and counsellors to succeed (Riddle, 2010).

Great teams could be the foundations of great schools. Schools of the 21st century must be less hierarchical and less top down. Their success could be dependent on the collective effort of all staff organized into functional teams focused on the success of each student. Collaboration in building high performance teams and creating a learning community that supports student's success is an important by- product of principal and counsellor interactions.

It is the school counsellor who puts the school plan into action. Except there is a close working relationship between the principal and the teacher, a partnership, the aspirations

for the students may not be achieved. Even to the casual observer, it is clear that the contemporary environment of the school principal is more complex. Principals as leaders are expected to lead schools through the challenges posed by an increasing complex environment, curriculum standards, achievement benchmarks, programmatic requirements, and other policy directives sources that generate complicated and unpredictable requirements for schools (Marshall, 2014). At the same time, principals are also expected to function in the capacity of human resource and ensure that the members of staff are sufficiently motivated and satisfied to assist in the realization of school wide goals.

Akomolafe (2005) demonstrated that school leadership has both direct and indirect implications leading to the student achievement. Most leadership influences are direct. Those direct influences lead to increased collective efficacy and improved school culture. Similarly, Oyetunji (2006) hypothesized that in an organization like a school, the importance of leadership is reflected in every aspect of the school like instructional practice, academic achievement, students discipline, counselling, and school climate, to mention but a few.

Duggan (2018) stated that leadership behaviour affects subordinates by influencing the way the organization makes decisions, manages deadlines, promotes creativity and innovation, and deals with change. According to Duggan, a successful leader chooses his leadership style based on the skill level of employees and the type of task, by acknowledging that the leader's actions directly impact the subordinates. Thus, the leader should examine his own behaviour and adjust it to the needs of the whole organization for positive results.

Mehdinezhad and Sardarzah (2016) carried out a survey on leadership behaviour and its relation with principal's management experience. The study which employed a quantitative method to obtain the data, sampled 46 principals and 129 teachers selected through stratified and simple random sampling. The results showed that teachers described leadership behaviours of their principals relatively well. More so, principals themselves evaluated their leadership behaviour very well. There was no significant relationship between any of the components of leadership behaviours and management experience of principals.

Findings by Naeemollah, Muhammad, Muhammad, Uddin and Shafqat (2010) showed that female managers exhibit or show management behaviour better than men. More so, Manning (2004) showed that female principals pay more attention to the activities of teachers and understand their expectations better than male principals. Alaei (2010) compared the importance of leadership and managerial behaviours from the perspective of teachers and principals of school in Zahedan. The results showed that teachers and principals value leadership and managerial behaviour equally. However, among the

components of leadership, principals believed that modelling is more important than managerial behaviour. Both teachers and principals believed and stated that managerial behaviour outweighs challenges, and female principals considered more value for managerial and leadership values than men.

Malik, Hassan and Aziz (2011) conducted a study on leadership behaviour and employee job satisfaction in the telecoms sector using the path-goal theory approach. The study established that leadership behaviour affects satisfaction directly and performance indirectly. Furthermore, subordinate satisfaction has a direct effect on subordinate performance and performance influenced by the type of task demand. Somehow, there was no significant difference between male and female respondents regarding any dependent measure. Similarly, the moderating variables influence performance for a particular type of leadership and leader behaviour has an impact on subordinate function.

Herrara (2010) carried out a study on principal's leadership and school effectiveness, perspective from principals and teachers. The study sampled 9,893 principals and 56,354 teachers. The findings of the study indicated that principals indicated that they had a high level of leadership practice associated with order, discipline, resource and input; and low level of management in culture, focus and intellectual stimulation. Teachers perceived that their principals had a high level of engagement in intellectual stimulation and input, and low level of engagement in intellectual stimulation and input, and low level of engagement in culture, order, discipline, resource and focus.

Tandoh (2011) conducted a study on the effect of behaviour styles on employee's performance in Guinness Ghana breweries limited. The study specifically identified the leadership behaviours exhibited by managers in the brewery. The study found out that whenever managers employed very strict leadership behaviour, there was a decrease in the performance of employees. It was recommended to have a balanced leadership style to equally reflect much interest in people to enhance employee performance for a competitive advantage.

Day, Harris and Hadfield (2001) studied 12 schools in England and Wales which focused on heads who were deemed effective by the office for standards in Education (OFSTED). They concluded that good leaders are informed by and communicate clear sets of personal and educational values which represent their moral purposes for the school; the leader possesses the following qualities: respect for others, fairness and equality, caring for the well-being and whole development and staff, integrity and honesty. Waters, Marzono and Mc Nulty (2004) examined the effect of leadership on student achievement to determine exactly what characteristics effective leaders possess. The results showed that a significant positive correlation exists between effective school leadership and student achievement. Pingle and Cox (2007) stated that from the perspective of teachers,

principals displaying a higher level of leadership behaviour and more successful.

Counselling seems to becoming a Prominent feature in Nigeria's educational system. Guidance and counselling in Nigerian secondary school setting is gradually gaining a new dawn as the educational mission in Nigeria has expanded to include guidance and counselling services in primary, secondary and higher institutions. The school system is in a mobile state of transition. This is an upward mobility from one class to another and one programme to another. Points of transition are always points of conflicts. These conflicts usually arose due to change in an environment. Every school administrator must brace up for the challenges at these critical periods. It is at this juncture that guidance and counselling comes in the school. The school counsellor will help in no small ways to help the school administrator, the teachers and the students to overcome these difficulties and challenges, thereby leading to the smooth administration of the school.

In Bayelsa State, especially Yenagoa, it has been observed that private schools tend to perform better than public schools. Even among the private schools, some still do better than others. This scenario also played out itself in the public schools. These discrepancies observed in the rate of success of these schools has been put down to the principals' leadership behaviour. Leading the school with poor skills may lead to low school achievement which would affect all aspects of school activities, including counselling (Akomolafe, 2005; Oyetunji, 2006). Based on this statement of the problem, this research would investigate leadership behaviour among principals and teachers in public and private secondary schools in Yenagoa, Bayelsa State. In order to achieve the objective of this study, the study attempts to answer one research question and will be guided by two hypotheses tested at 0.05 level of significance.

Research Question
The following research question guided the study:
1.   Is there any relationship in the opinions of public and private secondary school teachers on their principal's leadership behaviour in Yenagoa, Bayelsa State?

Hypotheses
The following hypotheses were generated for the study:
1.   There is no significant correlation in Principal's leadership behaviour as observed by teachers of public and private schools in Yenagoa, Bayelsa State.
2.   There is no significant correlation in the leadership behaviour in male and female principals in public and private secondary schools in Yenagoa, Bayelsa State.

Methodology
This study was a descriptive correlative research. It employed the quantitative method. The quantitative method was considered appropriate because it uses the survey to collect data from a wide area by selecting a representative sample of a large population as

compared to qualitative method that uses case study, selecting a few individuals or phenomena, which in most cases will not represent the entire population. The researchers believe that the quantitative method is effective to collect the necessary data for this study as it reflects the various leadership in behaviours the principals of secondary school use, and their behavioural pattern as observed by teachers in secondary schools in Yenagoa, Bayelsa State.

The population of the study includes all the principals and teachers in public and government approved private schools in Yenagoa, Bayelsa State. There are twelve public secondary schools and eighty-four government approved private secondary schools. The simple random sampling technique was used to select the sample. The sample size for this study was 250 participants (principals=50, teachers=200).

The instrument for data collection for this study was a questionnaire. The questionnaire was self-developed and titled "Principals leadership behaviour and school Administration Questionnaire (PLBSAQ). It has a 47-item questionnaire divided into two sections. Section A contained the background information of the respondents while section B contained the leadership behaviours and opinions. It was structured on a four-point likert type scale of strongly Agree (SA), Agree (A), Disagree (D) and strongly disagree (SD).

The reliability of the instrument was ascertained by using Product Moment Correlation Coefficient from split-half method. The reliability coefficient was 0.78. The instrument was personally administered by the researchers with the aid of a research assistant who was trained in the administration of the instrument to the target sample.

To analyse the research question, analysis of covariance was used. The columns for strongly agree and agree were merged together to form a single column for Agree (SA+A), disagree and strongly disagree (SD+D). all options 50% and above agreeing were accepted. This implies to both public and private schools' data. Afterwards, the analysis of covariance was used to show any pattern of relationship which exists between them. If the computed coefficient is 0.50 and above, it indicated that there is a correlation.

To analyse the hypotheses, correlational analysis (Pearson Product Moment Correlation PPMC) was used. A significant level of 0.05 and degree of freedom of two was adopted to test the computed correlation coefficients against the critical table values. If the computed correlation values are higher than the critical table values, the null hypotheses would be rejected and the alternative hypotheses accepted.

Results
Research Question 1: (Teachers only)
Is there any relationship in the opinions of public and private secondary school teachers on their principal's leadership behaviour in Yenagoa, Bayelsa State?

To answer the research question, the columns for strongly Agree and Agree were merged together to form a single column for Agree (SA+A) while disagree and strongly disagree were also merged together to form a single column for disagree (SD+D). All options, 50% and above agreeing were accepted. This applied to both public and private schools' data. Applying the covariance statistics on the data, the analysis produced a correlation coefficient, r=0.88. In other words, 0<r<+1. The coefficient is quite high, indicating a positive, direct and perfect relationship between opinions of public and private secondary school teachers on their principal's leadership behaviour.

Hypothesis 1: There is no significant correlation in Principal's leadership behaviour as observed by teachers of public and private schools in Yenagoa, Bayelsa State.

To analyse this hypothesis, correlational analysis of percentages scores (50% and above agreeing) of public and private school teachers were computed. The figures obtained were then analysed using r-statistics to find out if there was any relationship in scores between public and private school teachers on their principal's behaviour.

Table 1
Summary table of correlational analysis showing relationship in leadership behaviour of public and private secondary school principals as observed by teachers.

School & Teachers	N	X	SD	DF	r-cal. Value	R-crit. Value	Level of significance	Remark
Public	79	73.5	4.47	198	0.71	0.55	0.05	Positive, direct and Perfect relationship
Private	121	65.0	3.83					
Total	200							

The summary of the result on the leadership behaviour of public and private secondary school principals, to find out if there was any significant relationship in their leadership behaviour is shown in table 1. The decision is that their leadership behaviours are similar, as the calculated r-value is 0.71, which is greater than the critical table value of 0.55. The hypothesis of no relationship in leadership behaviour is hereby rejected. This showed that there is a relationship in leadership behaviour of principals in public and private schools.

Hypothesis 2: There is no significant correlation in leadership behaviour in male and female principals in public and private secondary schools in Yenagoa, Bayelsa State.
To analyse hypothesis 2, correlational analysis of percentage scores (50% and above agreeing) of male and female principals were computed. The figures obtained were then analysed using r-statistics to find out if there was any significant relationship in scores between male and female school principals.

Table 2
Summary table of correlational analysis showing relationship in leadership behaviour of public and private secondary school principals.

Gender of Principal	N	X	SD	DF	r-cal. Value	R-crit. value	Level of significance	Remark
Male	37	88.23	5.33					Positive, direct and Perfect relationship
				48	0.99	0.55	0.05	
Female	13	88.70	4.05					
Total	50							

The summary of the result on the leadership behaviour of male and female public and private secondary school principals to find out if there was any relationship in their leadership behaviour. This is shown in table 2. The decision is that their leadership behaviour have significant relationship among male and female principals in public and private secondary schools, as the calculated r-value is 0.99, which is greater than the critical table of 0.55. The hypothesis of no significant relationship in leadership behaviour is hereby rejected. This showed that there is a significant relationship in the leadership behaviour practiced by male and female principals.

Discussion
From the data analysis of research question one, it can be inferred that there is a positive, direct and perfect relationship between opinions of public and private secondary school teachers on their principal's leadership behaviour. The study revealed that both public and private secondary schools' teachers had similar views on their principals' leadership behaviour. This confirmed the result of the study by Mehdinezhad and Sardarzah (2016) in which they established that teachers described the leadership behaviours of their principals relatively well.

Also, the result in hypothesis one showed that there is a significant relationship in the leadership behaviour of principals in public and private secondary schools in Yenagoa, Bayelsa State. This implies that the leadership behaviour of principals and teachers in both public and private schools are similar. This could be attributed to the environmental disposition of both principals and teachers in public and private schools. Study is in corroboration with the findings of Dereli (2003) in which it was observed that teachers rated their principals highest on the human resources index. Majority of the teachers think that the principals they work with were effective managers and leaders. More so, Herrara (2010) noted that teachers perceived that their principals had a high level of engagement in intellectual stimulation and input, and low level of engagement in culture, order, discipline, resource and focus.

Finally, the result established that the leadership behaviour of male and female public and private principals are similar. However, the female principals' leadership behaviour is better in both public and private schools. This result corroborates the findings of previous studies. For instance, Naeemollah, Mohammad, Mohammad, Uddin, & Shafqat (2010) established that female managers exhibit managerial behaviour more than men. Furthermore, Manning (2004) showed that female principals pay more attention to the activities of teachers and understand their expectations better than male principals.

Conclusion

It can be concluded from the study that public and private schools' principals' leadership behaviour are quite similar. Although, they may vary from one another in few aspects. It can also be inferred from the study that teachers in public and private schools have a good understanding and appraisal of the leadership qualities and behaviour of their principals.

Implication for Counselling

The study has revealed that leadership behaviour plays an important role in the smooth administration of schools, both public and private. The findings of the study have the following implications for the school counsellor.

1. The school counsellor should endeavour to involve all members of the school, academic, non-academic, management and students alike, when planning any counselling activity in the school. This means exhibiting democratic leadership behaviour.
2. An "I don't care attitude" to counselling activities by the school counsellor would not yield much positive outcomes since it would be carried out lackadaisically and without enthusiasm. Thus, counsellors should avoid such negative leadership behaviour.
3. The counsellor should make it a point of duty to always liaise with management and teachers on critical issues involving the nature of his work. They should be intimated on the modalities of the school, taking into consideration the school culture and environment.
4. An "open-door" policy should be adopted by the counsellor. This implies been receptive to advice, criticism and new ideas. This also includes being friendly, accommodating and ready to attend to prospective clients at all times as positive leadership behaviours.
5. Teachers tend to flow better with democratic leadership behaviour with principals, and as such, the counsellors should bear this in mind when discharging their professional duties.
6. The counsellor should encourage the school principal and his management team to cultivate a democratic leadership behaviour in school administration by having dialogues with teachers and other school staff before implementation of new policies to avoid disputes.

Recommendations

Based on the findings of the study, the following recommendations were made.

1. Principals should endeavour to interact more with their academic and non-academic personnel in order to build rapport, trust and unity between them. This would go a long way in promoting administrative effectiveness and productivity.

2. School principals should adapt leadership behaviours to suit the school climate and environment which they find themselves. Leadership behaviour that may work in such situation is flexibility in approach which is the master key.

3. It is also recommended to exhibit leadership behaviour to equally reflect much interest in people to enhance employee performance for a competitive advantage. Leaders who show interest in their workers are deemed more effective.

4. Finally, all present and prospective secondary school principals should undergo an intensive course on leadership in order to help them manage and adapt to varying situations that may arise in the course of discharging their administrative duties.

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