



## PRINCIPALS' LEADERSHIP STYLES AND BUSINESS STUDIES TEACHERS' PRODUCTIVITY IN SECONDARY SCHOOLS IN AWKA EDUCATION ZONE, ANAMBRA STATE

**UDEGBUNAM EMMANUEL OBIDI**

*Dept. of Technology and Vocational Education, Nnamdi Azikiwe University, Awka.*  
*Uemmanuelobidi@yahoo.com*

**UKUHOR OKEOGHENEMARO PRUDENCE**

*Delta State Polytechnic, Ogwashi-Uku.*  
*Delta State, Nigeria*

**MBANUGO CYRIACUS IZUCHUKWU**

*Dept of Technology and Vocational Education, Nnamdi Azikiwe University, Awka.*  
*cyriacandrew1@gmail.com*

**ANIGBOGU VERONICA UCHECHUKWU**

*Dept of Technology and Vocational Education, Nnamdi Azikiwe University, Awka.*  
*veraforlife@yahoo.com.*

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### **Abstract**

*The study was carried out to ascertain the principals' leadership style and business studies teachers' productivity in secondary schools in Awka education zone, Anambra State. Four research questions guided the study and two null hypotheses were tested at 0.05 level of significance. A correlation research design was adopted for the study. The population of the study consisted of 427(122 principals and 305 business studies teachers) who have worked for more than five years in their respective institutions in South-East Nigeria. A structured questionnaire was used for data collection. The instrument was validated by three experts in Nnamdi Azikiwe University, Awka. The reliability of the instrument was ensured using pilot test technique Data collected were analyzed with Cronbach Alpha reliability to ascertain the internal consistency of the questionnaire items and the computation yielded a reliability coefficient of 0.86. Data related to the research questions 1 and 2 were analyzed using mean and standard deviation while research questions 3 and 4 with the null hypotheses were analyzed using Pearson Product Moment correlation analysis to test the degree of relationship at 0.05 level of significance. Findings revealed that there is a negligible negative relationship between principals' transformational leadership style and productivity of business studies teachers and a significant positive relationship between principals transactional leadership style and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State. It was also recommended that principals should adopt a transactional leadership style rather than transformational styles to enhance business studies teachers' motivation consistently and efficiently; which will in turn generate higher quality performance on the employees' part and boost educational performance among others.*

**Keywords:** *Secondary school, principals, business studies teachers and leadership styles.*

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## **Introduction**

Secondary school is a formal organization where teachers and learners activities are planned, organized and controlled both internally and externally. It is a formal learning environment which is influenced internally and from outside physically (Nwaka, 2010). Secondary schools provide institutional resources for the secondary education level and needs effective leadership of the principal to ensure the achievement of its objectives.

Principals are referred to as people who control learning activities by creating an environment in which teachers and other staff can work effectively (Ilhan, 2011). According to Adegbemile, Abdullahi, Nzurumike and Azike (2011), school administrators (principals) are chief executives in (secondary) schools who possess skills for making right decisions that will be of benefit to school needs and staff development generally in relation to academic performance of students to achieve effective leadership.

Omoye and Ilaboya (2011) defined leadership as the art or process of influencing people so that they will strive willingly and enthusiastically toward the achievement of group goals. Leadership is therefore an important instrument in the initiation and implementation of the organisational policies, including educational policies and philosophy of the secondary schools in the State, and the leadership style and traits so applied by the leader influences the business studies teachers' productivity in the organisation (Yahaya, Osman, Mohammed, Gibrilla & Issah, 2014). In the same vein, the business studies teachers' productivity are indispensable in the accomplishment of educational objectives. In other words, the productive level of business studies teachers' schools determines the success or failure of that level of education in any nation. Some authorities have observed reduction in the productivity of business studies teachers at secondary schools level in Nigeria and other parts of the world. For instance, Luthans (2012) asserted that today's schools teachers are simply not producing up to their capacity require by organisation.

According to Johnson (2016), organizations are set up to achieve some set goals. Kouzes and Posner (2013) affirmed that the top of the human factor list is of utmost importance in achieving organizational objectives. A leader influences organizational members to contribute willingly towards the accomplishment of pre-determined goals and objectives. Shield in Okoye and Udegbonam (2018) defined leadership as the process of influencing others to get the job done effectively over



sustained period of time. Obiruwu, Okwu, Akpa and Nwankwere in Okoye and Udegbonam (2018) posited that leadership style in an organization is one of the factors that play significant role in enhancing or retarding the interest and commitment of the individuals in that organization. Koontz and Donnell (2009) defined organizational performance as the ability of an enterprise to achieve such objectives as high profit, quality product, large market share, good financial results and survival at pre-determined time using relevant strategy for action. Consequently, it is a reflection of productivity of members of an enterprise measured in terms of revenue, profit, growth, development and expansion of the organization.

However, there is a controversy pertaining to the impacts of different leadership styles on workers performance in organizations. Different leadership styles identified in this study include: transactional and transformational. In transactional leadership style, leadership is based on conventional exchange relationship in which followers' compliance (effort, productivity and loyalty) is exchanged for expected rewards. In transformational leadership style, leaders raise followers' consciousness levels about the importance and value of designated outcomes and ways of achieving them. By utilizing the appropriate leadership style, an organizational leader must focus on the efficient management of internal operating systems; shaping operating decision and controlling management processes (Dienesch & Liden, 2016).

Furthermore, Golden and Dormhein (2010) observed that optimistic relationship exists between a worker's performance and the leadership. Rajas, Ponce and Almonte (2010) indicated that transformational leadership had a positive impact on performance of employees while transactional leadership had negative impact on performance. Rajas, Ponce and Almonte (2010) further posited that transactional leadership style views the leader-follower relationship as a transaction. Furthermore, Obiwuru, Okwu, Akpa and Nwankwere (2011) opined that while transactional leadership had significant positive effect on organizational performance, transformational leadership style had positive but insignificant effect on organizational performance.

Business Studies is an integrated Pre-Vocational course taught at the Junior Secondary School (JSS) level. It is made up of Commerce, Book-Keeping, Office Practice, Shorthand and Typewriting. Business Studies is taught as one of the basic subjects that will enable students acquire further skills which are common and fundamental to all personal and occupational activities (Inyang in Udoukpong,



Emah & Umoren, 2012). According to Oluwade and Oluwade (2015), the study of Business Studies will encourage students to develop a positive attitude to enterprise and eventually develop appropriate skills in the field. The curriculum content is broad and rich in skills acquisition aspect. Its primary aim is the preparation of people for roles in enterprises such as employees, entrepreneurs and employers or simply as self-employed. In the context of this study, business studies refers to a subject that is taught at the junior secondary school which is designed to enable students acquire basic skills in office practice, shorthand, commerce, bookkeeping and keyboarding.

A productive business studies teacher will produce such workers who are smart to solve problems rationally and effectively whether on a local or national level, the literacy and flexibility to successfully deal with ever changing technology, creativity and leadership to help organizations compete in the world economy. Nwazor and Udegbuma further posited that a productive business educator is important to teach the courses that help students succeed in their personal lives; help them to learn how to understand and make intelligent decisions about their own finances, help the students to be an active participant in civic life so that they can contribute this knowledge of economies to the communities and organizations important to them. It is based on this background that the study sought to determine the relationship between principals' leadership styles and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State.

### **Statement of the Problem**

The researchers are worried about the low level of performance by business studies teachers in Awka education zone, Anambra State and its impacts on the graduates, the state and nations. Research has shown that there is low productivity of business studies teachers in secondary schools in Nigeria (Eze, 2012). Yavala (2011) asserted that there is a falling standard of education in Anambra State, Nigeria due to low productivity level of business studies teachers. This was supported by Balutu (2015) who reported that the business studies teachers' low productivity in secondary schools Anambra State Nigeria had ranked the States in the region educationally under-developed when placed side by side with States in other parts of the country. The attitudes of the principals do not help matters either as most of them not friendly at all with the business studies teachers and also failed to adequately provide materials needed by business educators to teach skill-based courses in the field. The



researchers are worried about the low level of performance by business studies teachers in the state and its impacts on the secondary schools graduates. However, the extent to which the ugly situation is related to leadership styles of the principals in the secondary schools is not clearly known and requires an empirical study such as this. Based on this problem, this study is conceived to assess the relationship between principals' leadership style and business studies teachers' productivity in secondary schools in Awka education zone, Anambra State.

### **Research Questions**

The following research questions guided the study:

What is the mean scores of responses of business studies teachers in secondary schools in Awka education zone, Anambra State with principals that practice transformational leadership styles?

What is the mean scores of responses of business studies teachers in secondary schools in Awka education zone, Anambra State with principals that practice transactional leadership styles?

What is the relationship between principals' transformational leadership style and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State?

What is the relationship between principals' transactional leadership style and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State?

### **Hypotheses**

The following null hypotheses were tested at 0.05 level of significance.

There is no significant relationship between principals' transformational leadership style and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State.

There is no significant relationship between principals' transactional leadership style and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State.

### **Method**

Correlation research design was adopted for the study. The researchers considered this design appropriate for this study since it intended to determine the relationships between independent variable (principals' leadership style) and business studies teachers' productivity (dependent variable). The population for the study consisted



of 427 (122 principals and 305 business studies teachers) who have worked for more than five years in their respective secondary schools in Awka education zone, Anambra State. The entire population was studied because of its manageable size. A 20-item structured questionnaire was used in gathering data for the study. The questionnaire was validated by three experts: two experts in business education and one expert in measurement and evaluation all from NnamdiAzikiwe University, Awka. Cronbach Alpha reliability was used to ascertain the internal consistency of the questionnaire items and the computation yielded a reliability coefficient of 0.86.

The questionnaire was structured on a four-point rating scale with response categories as “Strongly Agree”; “Agree”; “Disagree” and “Strongly Disagree”. A total of 427 copies of the questionnaire were administered to the respondents by the researchers with the help of three research assistants. Out of this number, 421 copies of the questionnaire were retrieved and used for data analysis. The research questions were answered using mean and standard deviation while Pearson product moment for correlation analysis was also used to test the degree of relationship. For the two research questions the coefficient ( $r$ ) and the size of the relationship was interpreted using the interpretation of a correlation coefficient by Best and Kahn (2003).

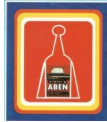
<b>Coefficient (<math>r</math>)</b>	<b>Relationship</b>
.00 to .20	Negligible
.20 to .40	Low
.40 to .60	Moderate
] .60 to .80	Substantial
.80 to 1.00	High to Very high

For the hypotheses, a null hypothesis was rejected if the probability ( $P$ ) value obtained is less than the significance level of 0.05 whereas a null hypothesis was not rejected if the probability ( $P$ ) value obtained is greater than the significance level of 0.05.using the real limit of numbers.

## **Results**

### **Research Question 1**

What is the mean scores of responses of business studies teachers in secondary schools in Awka education zone, Anambra State with principals that practice transformational leadership styles?



**Table 1:** Mean scores of responses on transformational leadership style

	N	o	SD
Transformational Leadership Style	421	3.56	.68

Table 1 showed that the mean score of responses on transformational leadership style is 3.56.

### Research Question 2

What is the mean scores of responses of business studies teachers in secondary schools in Awka education zone, Anambra State with principals that practice transactional leadership styles?

**Table 2:** Mean scores of responses on transactional leadership style

	N	o	SD
Transactional Leadership Style	421	3.18	.88

Table 2 showed that the mean score of responses on transactional leadership style is 3.18.

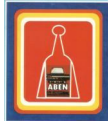
### Research Question 3

What is the relationship between transformational leadership style and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State?

**Table 3.** Pearson's Correlation between principals' transformational leadership style and productivity of business studies teachers

	N	Principals' Transformational Leadership Style	Business Studies Teachers' Productivity	Remark
Principals' Transformational Leadership Style	421	1	-.047	Negligible Negative
Business Studies Teachers' Productivity	421	-.047	1	

Table 3 shows that the Pearson's Correlation Coefficient,  $r(421) = -.047$ . This shows that there is a negligible negative relationship between principals' transformational leadership style and productivity of business studies teachers.



### Research Question 4

What is the relationship between principals' transactional leadership style and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State.

**Table 4.** *Pearson's Correlation between principals' transactional leadership style and productivity of business studies teachers*

	N	Principals' Transformational Leadership Style	Business Studies Teachers' Productivity	Remark
Principals' Transformational Leadership Style	421	1	.872	Positive
Business Studies Teachers' Productivity	421	.872	1	

Table 4 shows the Pearson's Correlation Coefficient,  $r(421) = .872$ . This indicates that a high positive relationship exists between principals' transactional leadership style and business studies teachers productivity.

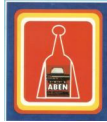
### Testing the Hypotheses

#### Null Hypothesis 1

There is no significant relationship between principals' transformational leadership style and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State.

**Table 5:** *Pearson's Correlation between principals' transformational leadership style and productivity of business studies teachers*

	N	Principals' Transformational Leadership Style	Business Studies Teachers' Productivity	P-Value	Remark
Principals' Transformational Leadership Style	421	1	-.047	.866	Negligible Negative
Business Studies Teachers' Productivity	421	-.047	1		



Data analysis in Table 5 shows that there is no significant relationship between principals' transformational leadership style and business studies teachers productivity,  $r(421) = -.047$ ,  $P\text{-value} > 0.05$ . The null hypothesis was not rejected.

### Null Hypothesis 2

There is no significant relationship between principals' transactional leadership style and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State.

**Table 6.** *Pearson's Correlation between principals' transactional leadership style and productivity of business studies teachers*

	N	Principals' Transformational Leadership Style	Business Studies Teachers' Productivity	P-Value	Remark
Principals' Transformational Leadership Style	421	1	.872		
Business Studies Teachers' Productivity	421	.872	1	.000	Positive

Table 6 shows that there is a significant positive relationship between principals' transactional leadership style and business educators productivity,  $r(421) = .872$ ,  $P\text{-value} < 0.05$ . The null hypothesis was rejected.

### Discussion of the Findings

The findings of first research question revealed that there is a negligible negative relationship between principals' transformational leadership style and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State. This showed that the mean score of responses on transformational leadership style is 3.56. The findings was in disagreement with the view of Rajas, Ponce and Almonte (2010) who indicated that transformational leadership had a positive impact on performance of employees. The Pearson correlation revealed that there is no significant relationship between principals' transformational leadership style and business studies teachers productivity. It followed therefore that the null hypothesis was not rejected.



The finding of second research question revealed that there is a significant high positive relationship between principals' transactional leadership style and business studies teachers' productivity in secondary schools in Awka education zone, Anambra State. This showed the mean score (3.18) of responses on transactional leadership style. The findings of the study are similar to the findings of Obiruwu et al, (2011) who opined that transactional leadership had significant positive effect on organizational performance. In support of this, Rajas, Ponce and Almonte (2010) noted that transactional leadership style views the leader-follower relationship as a transaction. It relies more on “trades” between the leader and follower by which followers are compensated for meeting specific goals or performance criteria. Pearson correlation revealed that there is a significant positive relationship between transactional leadership style and business educators productivity in secondary schools in in Awka education zone, Anambra State. It followed therefore that the null hypothesis was rejected.

### **Conclusion**

Based on the findings of the study, it was concluded that there exists a strong positive relationship between principals' leadership styles and productivity of business studies teachers in secondary schools in Awka education zone, Anambra State. This is due to the fact that principals' who utilize transactional leadership style help business studies teachers to overcome their work problems and thus enabling them to build their morale in discharging their duties which will eventually lead to effectiveness in their job performance. It was also concluded that the principals' leadership styles would enhance productivity in schools. Hence, secondary schools in Awka education zone, Anambra State should focus on employee engagement through commitment and discretionary effort, and on employee enablement, with optimized roles and a supportive environment leading to educational success, students' satisfaction and employee performance so as to enhance the overall organizational performance.

### **Recommendations**

Based on the findings of the study, the following recommendations are made:

Principals should adopt a transactional leadership style rather than transformational leadership styles to enhance business studies teachers' motivation consistently and efficiently; which will in turn generate higher



quality performance on the employee's part and boost educational performance.

The principals should encourage employees to push the bar and challenge themselves with roles which utilize their full potential, talent and creativity. This would align employees to the organizational vision and make them more confident and eager to perform the allocated tasks.

Efforts should be made by the educational institutions to understand the critical factors that affect the performance of organizational members and the strategic options (training, motivation and performance appraisal) to be adopted to address them.

The secondary schools educational institutions should select the style best suited to the organizational goals and employee's needs and desires. To ensure higher employee performance, they should act as ethical role models and be accepted as such.

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