COMPARATIVE STUDY AMONG MALE AND FEMALE PRINCIPALS’ LEADERSHIP STYLES AND TEACHERS’ JOB PERFORMANCE IN PUBLIC SENIOR SECONDARY SCHOOLS IN MAIDUGURI METROPOLIS, BORNO STATE

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Abstract

This study examined the comparative study among male and female principals’ leadership style and teachers’ job performance in public senior secondary schools in Maiduguri Metropolis, Borno State. Three objectives were formulated to guide the study. Three hypotheses were tested at 0.05 level of significance. The study used correlational research design. The population of the study was one thousand two hundred and thirty six (1236) teachers and sixteen (16) principals of public senior secondary schools in Maiduguri Metropolis, Borno State. A simple random sampling technique was used to form a sample of three hundred and seventy one (371) teachers which represent 30% of the population, and all the sixteen schools principals were used in this study. Sixty (60) items questionnaires were used for data collection. The questionnaires’ title was “Principals’ Leadership Styles” (PLSQ) and “Teachers’ job performance” (TJPO). Cronbach’s Alpha was used to test reliability of the instrument and the reliability coefficients of 0.87 was obtained. Descriptive statistics (mean and standard deviation) PPMC and multiple regressions were used for data analysis, the result revealed that, teachers’ job performance was found to be moderate, there is very strong positive relationship between male principals’ leadership style and teachers’ job performance and also there is moderate positive relationship between female principals’ leadership style and teachers’ job performance. The study further revealed
that there is a significant relationship among principals’ leadership styles, principals’ gender and teachers’ job performance. The study concludes that Leadership styles were the determinant factor of teachers’ job performance. The study therefore, recommended that public senior secondary school principals should embrace a professional leadership style as it enhances teachers’ job performance.

**Keywords:** Male and Female Principals’ Leadership Styles, Teachers’ Job Performance

**Introduction**

Leadership is a major concern to organizations and the focus of several researches for its significant role in determining the success of an organization. The leader has the responsibility to direct the efforts of subordinates to achieve organizational goals and objectives. Educational institutions are not exempted from this leadership influence. Male and female teachers alike assume leadership roles as principals in secondary schools. Principals perform a vital function in secondary school administration as the head of school administration. This is undoubtedly because of the far-reaching influence leadership has in the accomplishment of school programmes and the attainment of educational goals and objectives (Peretomode, 1991). More so, secondary school goals and objectives can hardly achieved if effective leadership is not provided by the principal (Adegbesan, 2013).

The position of the school principal as a leader in his own world is incontrovertible, the problems that plagues the school system are so numerous that those who are within the educational system are so overwhelmed not to talk of outsiders who are poised to ask such a pertinent question like; “are the principals leading the schools well?”. If the principals among the male and female are sophisticated with the theories and practice of management, to what extent do they quantitatively involve the rightful leadership styles to direct the affairs of their various schools? The sex of the principal has equally become very important in a study of this nature. The position of the principal as a leader within the school is so important. Adesina (1980).
Leadership is a dynamic process that deserves attention as it is a quality and a skill, which is both admired and needed in our society. Hogan and Kaiser (2005), define leadership as being about the performance of groups or teams. They argue that measuring personality is a valid predictor of leadership capability, when looked at from two perspectives, firstly how you think about yourself, and secondly, how others think about you (Reputation). Hogan and Kaiser (2005), indicated significant relationship between personality and organizational performance through the importance of leadership style shaped by personality. Where personality is shaped in younger years, and therefore less developed during adult years, the skills approach and knowledge are required by a leader to be successful (Northouse, 2010). Therefore shaping employee attitudes and the effective functioning of the team, which subsequently drives, or hinders, organizational effectiveness would require a relational process involving personal interactions between leaders and followers. Leaders must continue to expand their understanding of themselves, their role in leadership, and develop their own leadership skills.

Teachers play important role, but they need support and motivation that is most often affected by the principals in the school. Additionally, teachers will normally be satisfied with their job if they have good relationship with the principal(s) of their schools, are offered the highest possible recognition, and are involved in the decision-making process in their schools. Job satisfaction is an important ingredient of teacher's lives and their job performance in the work place. Job satisfaction can lead to a sense of responsibility and performance as well as team work involvement towards achieving efficient and effective performance of teachers in public senior secondary schools in Maiduguri Metropolis, Borno State. Teachers’ job performance is the duties performed by a teacher at a particular period in the school system in achieving organizational goals. Teachers are the key players of an educational activity.

According to Hornby (2006), in this respect, teacher performance encompasses the teacher’s role of teaching pupils in and outside the classroom. He stresses that the key aspects of teaching involve the use of instructional materials, teaching methods, making professional documents, participating in co-curriculum activities and guiding the
learners. Therefore, teacher job performance is the teacher’s ability to integrate the experience, teaching methods, instructional materials, knowledge and skills in delivering subject matter to the learners in and outside the classroom.

Similarly, Eboka (2016) conducted a study on Principals Leadership Styles and Gender Influence on Teachers Morale in Public Secondary Schools in Delta State Nigeria. Findings of the study revealed that leadership styles of principals and gender jointly influenced teacher morale. However, the transformational leadership style and male principals had a greater influence on teacher morale. Ibukun, Oyewole, and Abe, (2011) conducted a research on personality characteristics and principal leadership effectiveness in Ekiti State, Nigeria. Their findings revealed that Ekiti State Teaching Service Commission could place high emphasis on the use of experience in the appointment of principals, while gender factor could be de-emphasized, as no significant difference existed between male and female principals. Ali and Shaikah (2013) conducted a study on principal’s leadership styles, schools performance, and principal’s effectiveness in Dubai school. Their study found that female principals are more effective and transformational in their approach than male principals. Also the study revealed that schools with female principals had better performance than schools with male principals.

In the same vein, Lai, Luen, Chye, and Ling, (2014) conducted a study Moderating Effect of Principal Gender on the Structural Relationship between School Principal Leadership Styles and Teachers’ Organizational Commitment in Perak Lower Secondary Schools, Malaysia. Their findings revealed that Organizational commitment of Muslim faith majority Malaysians were influence by gender stereotyping to certain extends in this study. It also revealed that Islamic faith still prefers males as their leader. Empirical studies suggest that Malaysians condone liberal faith as compared to majority of other Muslim countries by having more female principals. Similarly, Burdick, and Danzing, (2006) conducted a study on Teacher Ratings of Principal Applicants: The Significance of Gender and Leadership Style in Arizona University. Their results shows that Teachers selected principals based on leadership style rather than gender; finding further revealed that, Female teachers rated a female reform principal...
higher than males, and male teachers rated a male reform principal higher than females. Male teachers rated a traditional female principal higher than they rated a traditional male principal, suggesting a gender interaction. Furthermore, Shaked, Glanz, and Gross (2018), conducted a study on gender differences in instructional leadership: how male and female principals perform their instructional leadership role. Findings presented two main differences between male and female principals’ instructional leadership: (a) the source of authority nurturing their instructional leadership; and (b) the integration of instructional leadership with principal-teacher relationships. Magee (2012), conducted a study on leadership styles and school performance: is there a Gender differences in expectations for Teachers? His results revealed that no significant differences in overall school performance or in the relationship between gender and leadership style for male versus female principals.

In addition, Shiferaw (2005), conducted a study on a Comparative Study on Male and Female Principals’ Leadership Performance and Leadership Style from Other Stakeholders’ and the Principals’ Perspective in Governmental Primary Schools of Addis Ababa City Administration. The study revealed no statistically significant difference between the leadership styles that male and female principals dominantly use in schools. His finding revealed that democratic leadership style was the most commonly employed leadership style by principals of Addis Ababa primary schools.

In the same light, it has observed that, many at times politician use their political power to appoint a principals to the various schools within the Metropolis, without considering their capabilities of being a leader. The major problem is, some of these principals may not have the capacity of managing the school environment, because they don’t have managerial skills; to adopt leadership styles that suit the situation where they found themselves and a sense of maturity as well as good interpersonal relationship with their teachers. Teachers are having series of problems, perhaps undue promotion, accommodation, recognition, inadequate opportunities for on the job training, deteriorating or inadequate opportunities to participate in decision making, inadequate teaching facilities like, teaching aid, laboratories, inadequate classroom offices, and
low payment package. Therefore, it is against this background, the study determine relationship among male and female principals' leadership styles and teachers’ job performance in public senior secondary schools in Maiduguri Metropolis, Borno state, Nigeria.

**Objectives of the Study**
The main objectives of the study is to examine the comparative study among male and female principals’ leadership styles and teachers’ job performance in public senior secondary schools in Maiduguri Metropolis, Borno State. The specific objectives are to;

i. Male principals’ leadership styles and teachers’ job performance in public senior secondary schools in Maiduguri Metropolis, Borno State.

ii. Female, principals’ leadership styles and teachers’ job performance in public senior secondary schools in Maiduguri Metropolis, Borno State.

iii. Male and female principals’ leadership styles and teachers job performance in public senior secondary schools in Maiduguri Metropolis, Borno State.

**Testing of Hypotheses**
The following null hypotheses were tested at 0.05 level of significance

**Ho1:** There is no significant relationship between male principals’ leadership style and teachers’ job performance in public senior secondary schools in Maiduguri metropolis, Borno state.

**Ho2:** There is no significant relationship between female principals leadership styles and teachers job performance in public senior secondary schools in Maiduguri Metropolis, Borno State.

**Ho3:** There is no significant relationship among male and female principals leadership styles and teachers job performance in public senior secondary schools in Maiduguri Metropolis, Borno State.

**Methodology**

**Research Design**
Correlational research design was used for this study which determines relationship between principals’ leadership styles and teachers’ job
performance in public senior secondary schools in Maiduguri Metropolis, Borno State. Cohen and Manion, (2009) Stated that, correlation research design is concerned with describing the degree or magnitude of relationship between two variables of the study.

Population and Sample of the Study
The population for this study comprised of one thousand two hundred and thirty six (1,236) teaching staff, and sixteen principals in all the sixteen (16) public senior secondary schools. But due to security concern the researcher conducted his study within the Maiduguri Metropolis Borno State. A simple random sampling technique was used to select 371 teaching staff representing 30% of the population to form the sample size of the study. This is in line with the principles of simple random sampling. Kothari, (2004) opined that in simple random selection, every member of the population has an equal chance to be selected which refers to process of selecting a sample from a defined population with the intention that the sample accurately represents that population.

Research Instrument
The instrument used to this study was self-developed questionnaire by the researcher. The questionnaire title “Principals’ Leadership Style (PLSQ) and Teachers job Performance (TJPQ).The questionnaire was divided into two sections A and B Section A sought information on the demographic characteristics of the respondents, this includes school, gender, educational level and years of teaching experience. Section B deals with leadership style, exhibited by principals’ and level of teachers’ job performance. The questionnaire has Sixty (60) items. Item 1 to 40 is a modified 4 point Likert scale ranging from Strongly Agreed (SA), Agreed (A), Disagreed (D) and Strongly Disagreed (SD) while item 41 to 60 is a modified 4 point Likert scale ranging from High extent (HE), Moderate Extent (ME), Low Extent (LE) and No Extent (NE). The reliability coefficient of the instrument was established using Chronbach’s alpha and its reliability coefficient of 0.87 was obtained. Therefore, the questionnaire was reliable.
Method of Data Analysis
Data were collected and analyzed using Pearson’s Product Moment Correlation Coefficient to test the hypothesis one and hypothesis two, while, multiple regression analysis was used to test the hypothesis three. 

**Hypothesis one:** There is no significant relationship between male principals’ leadership style and teachers’ job performance in public senior secondary schools in Maiduguri metropolis, Borno state. Pearson Product Moment Correlation Coefficient (PPMCC) was used to test the relationship between male principals’ leadership style and teachers’ job performance in senior secondary schools in Maiduguri Metropolis, Borno State and the summary of the analysis is presented in table 1: below

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>Df</th>
<th>R</th>
<th>p-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male Principal leadership style</td>
<td>10</td>
<td>2.67</td>
<td>0.59</td>
<td></td>
<td>0.854</td>
<td>0.003</td>
<td>Reject H₀²</td>
</tr>
<tr>
<td>Teachers job performance</td>
<td>10</td>
<td>3.42</td>
<td>0.41</td>
<td></td>
<td>0.854</td>
<td>0.003</td>
<td>Reject H₀²</td>
</tr>
</tbody>
</table>

Source: Field Survey, 2020

Table 1 revealed that there is very strong positive relationship between male principals’ leadership style and teachers’ job performance in senior secondary schools in Maiduguri Metropolis, Borno State with Pearson Product moment Correlation Coefficient $r = 0.854$. The study further revealed that the relationship is significant with $p-value = 0.003$ which is less than the level of significant ($\alpha = 0.05$). Therefore, hypothesis two is rejected and hence male principal leadership style is a significant contributor of teachers’ job performance.

**Hypothesis Two:** There is no significant relationship between female principals’ leadership styles and teacher’s job performance in public senior secondary schools in Maiduguri Metropolis, Borno State.
Pearson Product Moment Correlation Coefficient (PPMCC) was used to test the relationship between female principals' leadership style and teachers' job performance in senior secondary schools in Maiduguri Metropolis, Borno State and the summary of the analysis is presented in table 2: below;

**Table 2: Summary of the Pearson Product Moment Correlation Coefficient on the relationship between female principals' leadership style and teachers' job performance in senior secondary schools in Maiduguri Metropolis, Borno State**

<table>
<thead>
<tr>
<th>Variable</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
<th>df</th>
<th>R</th>
<th>p-value</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female principal leadership style</td>
<td>6</td>
<td>2.52</td>
<td>0.30</td>
<td></td>
<td>0.504</td>
<td>0.249</td>
<td>accept H03</td>
</tr>
<tr>
<td>Teachers job performance</td>
<td>6</td>
<td>3.39</td>
<td>0.43</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Source:** Field Survey, 2020

Table 2 revealed that there is moderate positive relationship between female principals’ leadership style and teachers’ job performance in senior secondary schools in Maiduguri Metropolis, Borno State with Pearson Product moment Correlation Coefficient \( r = 0.504 \). The study further revealed that the relationship is not significant with \( p-value = 0.249 \) which is greater than the level of significant (\( \alpha = 0.05 \)). Therefore, hypothesis three is not rejected.

**Hypothesis Three:** There is no significant relationship among male and female principals’ leadership style and teachers’ job performance. Multiple regressions was used to test for the relationship among principals’ gender, principals’ leadership style and teachers’ job performance in senior secondary schools in public Maiduguri Metropolis, Borno State. Teachers’ job performance is considered the dependent variable while principals’ leadership style and principals’ gender were considered independent variable. The summary of the analysis is presented in table 3: below.
Table 3: Summary of the multiple regressions on the relationship among principals’ leadership style, principals’ gender and teachers’ job performance in public senior secondary schools in Maiduguri, Metropolis, Borno State

<table>
<thead>
<tr>
<th>Sources of variation</th>
<th>Df</th>
<th>Sum of squares</th>
<th>Mean square</th>
<th>F-ratio</th>
<th>p-value</th>
<th>Remark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>2</td>
<td>0.309</td>
<td>0.154</td>
<td>0.977</td>
<td>0.004</td>
<td>Reject H₀⁴</td>
</tr>
<tr>
<td>Residual</td>
<td>13</td>
<td>2.164</td>
<td>0.166</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>2.473</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Source: Field Survey, 2020

Table 3 revealed that the model as a whole is significant that is there is significant relationship among principals’ gender, principals’ leadership style and teachers’ job performance with p-value (0.004) which is less than the level of significant (0.05). The study further revealed that principals’ leadership style is the best predictor of teachers’ job performance with p-value (0.002) less than the level of significant (0.005). The study also revealed that 46.2% of the teachers’ job performance is being determined by principals’ leadership style and principals’ gender.

Discussion of Results

Result from table 1 revealed that there was a very strong positive relationship between male principals’ leadership style and teachers’ job performance. This finding agreed with the findings of Eboka (2016) whose study revealed that transformational leadership style and male principals had a greater influence on teacher morale. The result of this study also agreed with the result of by Ali and Shaikah (2013) who reported the relationship between male principals’ leadership style and teachers’ job performance was higher than the relationship between female principals’ and teachers’ job performance. Result from table 2 revealed that there is moderate positive relationship between female principals’ leadership style and teachers’ job performance in senior secondary schools in Maiduguri Metropolis, Borno State, which agreed with the results of Lai, Luen, Chye, and Ling, (2014) whose results revealed that majority of Malaysians Muslim faith were influence by gender stereotyping to certain extends in the study. Islamic faith still prefers males as their leader. Empirical studies suggest that Malaysians condone liberal faith as compared to majority of other Muslim countries by having more female principals also this in line with Burdick, and
Danzing, (2006) Female teachers rated a female reform principal higher than males, and male teachers rated a male reform principal higher than females. Male teachers rated a traditional female principal higher than they rated a traditional male principal, suggesting a gender interaction.

Result from table 3 revealed that the model as a whole is significant that is there is significant relationship among principals' gender, principals' leadership style and teachers' job performance this in line with the findings of Magee (2012) reported that no significant differences in overall school performance or in the relationship between gender and leadership style for male versus female principals. Shiferaw (2005) his finding revealed that no statistically different between the leadership styles that male and female principals dominantly use in schools. Also Shaked, Glanz, and Gross (2018) their result revealed that there are sources of authority nurturing their instructional leadership and integration of instructional leadership with principal teacher relationship.

Conclusion
The study concludes that male principals’ leadership style is the best predictor of teachers’ job performance, teachers’ job performance was found to be moderate, there are very strong positive relationship between male principals’ leadership style and teachers’ job performance and also there is moderate positive relationship between female principals’ leadership style and teachers’ job performance. The study further concludes that there is a significant relationship among principals’ leadership styles, principals’ gender and teachers’ job performance. The study therefore, recommended that public senior secondary school principals should embrace situational leadership style as it enhances teachers’ job performance.

Recommendations
i. Male principals should practice a very strong positive relationship with respect to their Leadership style and teachers' job performance.
ii. Female principals should exhibit a moderate positive relationship with respect to their Leadership style and teachers’ job performance.
iii. Male and female principals’ should embrace a professional relationship and situational Leadership styles with regard to teachers’ job performance.

References


