



## **Principal's Leadership Styles as Predictors of Teachers Productivity in Public Senior Secondary Schools in Rivers State**

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### **ABSTRACT**

The study investigated Principals' Leadership Styles as Predictors of Teacher Productivity in Public Senior Secondary Schools in Rivers State. Correlational research design was adopted. The study was guided by six (2) research questions and corresponding six (2) null hypotheses. Theoretical review was anchored on Getzels and Guba's social system theory, Fiedler's and House Path-Goals contingency leadership theories. The study population comprised all the two hundred and eighty-six (286) senior secondary schools in Rivers State. A total of six hundred and fifty-one (651) respondents made up of 273 principals and 378 teachers were selected as the sample size using Taro Yamene's sample size determination. Stratified random sampling technique was used to draw the sample size from the three educational zones in Rivers State. Two sets of validated questionnaires (PLSQ and TPQ) were the instruments used for data collection, and they had high reliability coefficients of 0.91 and 0.94 respectively. Linear regression analysis was employed to elicit answers to research questions, while the null hypotheses were tested at 0.05 alpha level of significance using t-test associated with simple linear regression and ANOVA associated with multiple linear regression. Based on the statistical analysis, the results of the study revealed that principals' democratic, transformational and transactional leadership styles independently predicted positively and significantly teacher productivity in public senior secondary schools in Rivers State. Independently, principals' autocratic and laissez-faire leadership styles predicted to a very low extent teacher productivity. Principals' leadership styles jointly predicted to a high extent teacher productivity in public senior secondary schools in Rivers State. It was concluded based on the study findings Principals' laissez-faire leadership style is the least used among the principals of public senior secondary schools in Rivers State because it has a negative influence on teacher productivity. It predicts to a very low extent and thus, does not significantly predict teacher productivity in public senior secondary schools Rivers State. Recommendations were made based on the study results, which include among others that Laissez-faire leadership style should be discarded because it predicts teacher productivity to a very low extent. Secondary school administrators should not put up this 'hands off' behaviour at all, even if the teachers are knowledgeable, skilled and experienced. This is because no school thrives without any form of control and direction.

### **Introduction**

Leadership is very important in the effective management of any organization. Peretomode (2014) asserted that leadership is of huge importance in management and educational administration due to its far-reaching effect on the accomplishment of school programmes, objectives and the achievement of educational goals. He averred that leadership plays a key role on the success or failure of organizations, and that is why it has long been a focus of study by students, theorists, researchers and practitioners, particularly, in the last five decades. Davis. That is why many scholars and researchers have shown interest in this concept from ancient times till date. Abraham (2013), stated that leadership is a major factor that determines the success or failure of any organization, the school inclusive. Alkhajeh (2018) shared the same view. He averred that leadership is one of the key determinants associated with the success and failure of any organization. Any organization devoid of leadership is bound to fail and scatter like a flock of sheep without a shepherd. Therefore, leadership is very essential in school administration because of the unique nature and function of the school. Staff and student personnel need to be properly coordinated, directed, motivated and influenced by school heads so as to achieve success, enhance teacher productivity and improve students' academic performance.

Leadership has transcended the realms of just issuing commands and giving instructions in a very formal setting to being part of a team and utilizing the strengths of team members to attain organizational set goals. Leadership in its most basic form is the provision of direction and exercising influence in a bid to achieve organizational goals and ensure the satisfaction of the needs of both organization and workforce. In a school setting, leadership plays a vital role in students' learning and teachers' productivity. The school head thus improves students' learning and enhances the performance of teachers by putting in place favourable conditions and demonstrating suitable leadership characteristics or behaviours geared towards school objectives

accomplishment. If a school must succeed, it requires a leadership strategy or approach that is humane, supportive and beneficial to both staff and student personnel. The hallmark of effective administration, is the ability of the principal to relate well with the workers and influence them positively to achieve both organizational and individuals' needs.

Leadership has been one of the most reviewed and researched topics in management in general. The importance of the principal's leadership in high schools has become one of the main concerns for many educational systems such as those in developing and developed countries, and Nigeria is no exception. The concept of leadership cuts across every human endeavour and as such one of the world's oldest preoccupations. There are varied, dynamic and abundant leadership definitions because it has numerous connotations and contextual meanings to different authors and scholars. Consequently, there is no precise and universal definition of leadership. However, some leadership definitions are highlighted in the study.

Leadership is a process of influencing, motivating or inspiring other group members (followers) by an authorized member (leader) towards organizational goals achievement. Forbes (2013) defined leadership as "a process of social influence, which maximizes the efforts of others towards the achievement of a goal." To Ward (2020), leadership is the art of motivating a group of people to act toward achieving a common goal. Leadership could be described as the ability to get things done with the assistance and cooperation of other people within the school system (Omolayo, Aghenta, in Adeyemi, 2011). In a school setting, this means the ability of the administrator to influence the teaching and non-teaching staff toward accomplishing specific school objectives and broad goals of education.

Leadership is a dynamic or changing process. It is dynamic in the sense that while the personal characteristics required to influence others are always present, the person exercising the influence may change frequently. The circumstances under which the leader exercises the influence may also frequently change. The idea is that although certain personal characteristics increased, the likelihood of successful leadership is not guaranteed because traits in themselves are not sufficient to guarantee it. Undoubtedly, leadership appears to be the most cumbersome, challenging and sensitive task in school administration due to the increasingly complex, critical and demanding nature of the work force. All the activities that go on in schools are initiated, directed and implemented by people. The principals must be able to influence their subordinates positively, to willingly and enthusiastically carry out their assigned duties/tasks.

The leadership styles of principals seem to be a major factor among all the other factors that determine teacher productivity and in turn secondary education goals achievement. This is because, the school heads are the chief executives, supervisory and instructional leaders that hold decision making positions in the various high rankings of educational institutions. They are assigned with the responsibility of coordinating and directing the activities of the teachers and other staff personnel towards the achievement of the school specific objectives and broad secondary education goals. Therefore, the way they coordinate and influence their subordinates impact to a great extent on teacher productivity and general school effectiveness. Musaaazi in Yahya (2015) noted that leadership styles are very central to service organizations like schools as it helps to harness all factors of learning and direct them to maximizing students' academic achievement.

The principal's leadership style is the principal's behaviour in a working process, which influences all school performances. A competent principal with leadership competencies has a great impact on teachers. He creates his management style through education, training and personal development. The school head provides creative working environment and positive climate in the school. Principal's leadership style and teacher productivity are two very important factors for the work of the school and for the achievement of secondary education goals. Leadership style is the total pattern of leaders' actions as perceived by their subordinates (Chand, 2018). It represents the leaders' philosophy, skills and attitudes in practice. Johannsen (2020) defined leadership style as "a set of behaviours that one consciously chooses to use that best fits the situation. Therefore, when the situation changes, so should the situation."

The principals should be versed in leadership styles and wisely choose among them as the situation demands for teacher productivity to be enhanced and consequently achieve the desired goals of secondary education. Leadership style has been and is still an important variable of study in the field of management. There seems to be a high relationship between principals' leadership styles and teacher productivity which determines to a great extent secondary education goals achievement.

The researcher observes that the challenges posed by principals' leadership styles in secondary schools are still very visible and so a variable of concern that need to be properly addressed through research. Many scholars and researchers consider leadership style as an indispensable factor that influences and determines the performance of employees in any organization, the school inclusive. Obi (2019), concluded that principals' leadership styles and school climate jointly are significant contributors to teachers' job performance in public secondary schools in Imo State. Ray-Ofor (2018) affirmed that transformational leadership strategies of principals have relationship with teacher productivity in public secondary schools in South-East, Nigeria. Iremeka (2016) found amongst others that 46.4% of principals' performance tasks areas contribute to teacher productivity. Alkhajeh (2018) findings revealed that transformational, autocratic and democratic leadership styles have a positive relationship with the organizational performance. Ibukun (2008) stated that secondary schools have failed to fulfill the mandate for which they were established because of leadership ineffectiveness. These reports or findings imply that leadership styles of principals have significant relationship with teacher productivity.

Leaders in every organization carry out their basic functions or tasks using different styles or approaches. While some adopt brute, force, rigid control and harsh tones, others favour tact and diplomacy, flexible control and consensus. Yet, some leaders prefer to stand aloof, show indifferent or nonchalant attitude, while others choose to allow circumstances or situations to determine their pattern. Leadership comes in different styles and guises, For the purpose of this study, five leadership styles namely, autocratic leadership style, democratic leadership style, laissez-faire leadership style, transformational leadership style and transactional leadership style will be investigated to find out the extent they independently and jointly predict teachers' productivity in public senior secondary schools in Rivers State.

Laissez-faire leadership style connotes minimal involvement or non-interfering type of leadership in which the leader is largely hands off, that is, not involved in the actual running of the organization. The leader avoids participation in the activities that go on in the institution. He delegates duties to staff with full authority, gives little or no direction and supervision to his subordinates. Martinuzzi (2019) described this style of leadership as 'Do as you like' approach to leadership which involves the least amount of oversight. Both the leader and his followers show nonchalant attitudes to work, and do whatever pleases them. A laissez-faire leader acts more like an umpire. He sets no targets and gives no direction to subordinates and takes a minimum initiative in administration. The organization is most likely to flounder as no control is exercised over the workforce. However, this style of leadership can be a successful strategy where team members are experienced, highly skilled, competent, self-starters, self-motivated, take responsibility and prefer engaging in individual work rather than group work.

Transactional leadership style emerged because the traditional types (autocratic, democratic and laissez-faire) are surrounded by series of assumptions and biases (Musaazi in Wagbara, 2019). In transactional leadership style, the leader shows concern for both organizational and group/individual members needs and expectations. He sets clear targets for group members with attached rewards which can be in monetary form or other forms such as praise, recognition, promotion, and so on. Transactional leadership adopts more of bureaucratic model or routinized kind of approach and gets the workers to accomplish their clearly defined tasks by offering rewards for compliance and punishment for non-compliance. The leader strikes deals (transactions or exchanges) with the followers to ensure they efficiently follow the established procedures. Transactional leaders exist in a world of conformity and compliance status-quo. Hence, they would rarely change norms or make any transformational change in an organization. Transactional leadership is simply a 'give and take' type of leadership.

Nevertheless, there are gaps in terms of variables, locations, periods, and populations of studies. Moreover, the challenges posed by leadership styles of principals on teacher productivity and invariably on the achievement of school goals are still glaring in our educational institutions, in particular, public senior secondary schools in Rivers State of Nigeria.

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## Problem

The success or failure of all forms of organizations depends to a great extent on the caliber, quality, and attitudes of their human resources. The school as a complex social system is not an exemption. The pre-determined broad goals of senior secondary education and specific objectives of the school would not be achieved without proper management, effective leadership and qualitative teaching and learning process. The school administrators, teaching and non-teaching staff ought to perform their functions efficiently using the available resources to achieve school effectiveness.

Teacher productivity is the most important predictor of students' academic performance, but it has been observed by the researcher and other previous investigators that the level of teachers' performance at the secondary level of education is seemingly low, despite the efforts of the government and other stakeholders in education. From personal observation, many teachers in the public secondary schools in Rivers State are not committed to their jobs, they show nonchalant attitudes to work which is overtly seen in lateness, absenteeism and poor classroom interactions with students. The researcher is bothered whether the principals' leadership styles have relationship with teacher productivity and consequently with secondary education goals achievement. The problem of the study put in a question form is: Do principals' leadership styles independently and jointly predict teacher productivity in public senior secondary schools in Rivers State?

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## Objectives

The aim of the study was to determine the extent to which principals' leadership styles predict teacher productivity in public senior secondary schools in Rivers State. Specifically, the objectives of the study were to investigate or determine the following:

1. the extent to which principals' laissez-faire leadership style predicts teacher productivity in public senior secondary schools in Rivers State.
2. the extent to which principals' transactional leadership style predicts teacher productivity in River State senior secondary schools.

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## Research Questions

The following research questions guided the study:

1. To what extent does principals' laissez-faire leadership style predict teacher productivity in public senior secondary schools in Rivers State?
2. To what extent does principals' transactional leadership style predict teacher productivity in Rivers State senior secondary schools?

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## Hypotheses

The following null hypotheses guided the study and they were tested at 0.05 alpha level of significance:

1. Principals' laissez-faire leadership style does not significantly predict teacher productivity in public senior secondary schools in Rivers State.
2. Principals' transactional leadership style does not significantly predict teacher productivity in Rivers State senior secondary schools.

## Methodology

The correlational research design was adopted for the study. The population for the study comprised all the two hundred and eighty-six (286) public senior secondary schools in Rivers State. However, the respondents were all the eight hundred and fifty-eight (858) administrators (principals and vice principals) and all the six thousand, eight hundred and ninety-three (6893) teachers of public senior secondary schools in Rivers State. A total sample size of six hundred and fifty-one which consists of two hundred and seventy-three (273) principals and three hundred and seventy-eight (378) teachers were selected from the total population for the study using Taro Yamane's formula for sample size determination. An instrument titled "Principal's Leadership Styles and Teachers Productivity Questionnaire" have a total of seventeen (17) items. The respondents to TPQ were administrators only on the indices of teacher productivity. The reliability coefficients of the five sections of the Principals' Leadership Style Questionnaire (PLSQ) independently were very high. Laissez-Faire Leadership Style Section (LFLSS) had 0.97 and Transactional Leadership Style Section (TSLSS) had 0.97. These high reliability coefficients imply that the two sets of instruments were quite reliable and fit for the study. The research team reached the respondents face-to-face or one-on-one. They distributed the questionnaires to the appropriate respondents (Principal and teachers) and retrieved them within a period of two weeks. A total of six hundred and fifty-one (651) copies of questionnaires were administered to the respondents being three hundred and seventy-eight (378) PLSQ and two hundred and seventy-three (273) TPQ. Specifically, based on the sample size of teachers (378), two hundred and nine (209) copies of PLSQ were administered to teachers in Rivers East, but only one hundred and ninety-nine (199) representing 95% were successfully retrieved. Eighty-six (86) copies of PLSQ were distributed to teachers in Rivers South-East and all were retrieved, that is, 100% return rate. Eighty-three (83) copies of PLSQ were administered to the Rivers West teachers, which were also completely retrieved (100%). On the other hand, a total of two hundred and seventy-three (273) copies of Teachers' Productivity Questionnaire (TPQ) were administered to the sampled administrators of public senior secondary schools in Rivers State. The second instrument, Teacher Productivity Questionnaire (TPQ) also had a high reliability coefficient of 0.94. These high reliability coefficients imply that the two sets of instruments were quite reliable and fit for the study. The researcher elicited answers to the research questions using simple linear regression analysis for research questions 1 and 2 while the null hypotheses were analyzed and tested at 0.05 alpha level of significance. Hypotheses 1 and 2 were analyzed using t-test associated with simple linear regression.

## Results

**Question 1:** To what extent does principals' laissez-faire leadership style predict teacher productivity in public senior secondary schools in Rivers State?

**Table 1: Simple Regression on the Extent Principals' Laissez-Faire Leadership Style Predict Teacher Productivity in Public Senior Secondary Schools in Rivers State.**

Model	R	r square	Adjusted r Square	Extent of prediction	Decision
1	.119 <sup>a</sup>	.014	.012	1.4%	Very Low Extent

**Decision Rule: 100%-75% (Very High Extent), 74%-50% (High Extent), 49%-25% (Low Extent) and 0%-24% (Very Low Extent).**

Table 1 depict that the regression (r) and regression square ( $r^2$ ) coefficients are 0.119 and 0.014 respectively, while the adjusted square is 0.012. The extent of prediction (coefficient determinism) is 1.4% (.014 x 100). By implication, the result depicts that principals' laissez-faire leadership style predicts to a very low extent teacher productivity in public senior secondary schools in Rivers State by 1.4%.

**Question 2:** To what extent does principals' transactional leadership style predict teacher productivity in public senior secondary schools in Rivers State?

**Table 2: Simple Regression on the Extent Principals' Transactional Leadership Style Predict Teacher Productivity in Public Senior Secondary Schools in Rivers State.**

Model	R	r square	Adjusted r Square	Extent of prediction	Decision
1	.771 <sup>a</sup>	.510	.508	51.0%	High Extent

**Decision Rule: 100%-75% (Very High Extent), 74%-50% (High Extent), 49%-25% (Low Extent) and 0%-24% (Very Low Extent).**

Table 2 revealed that the regression (r) and regression square ( $r^2$ ) coefficients are 0.771 and 0.510 respectively, while the adjusted r square is 0.508. The extent of prediction (coefficient of determinism) is 51.0% (.510 x 100). By implication, the result shows that principals' transactional leadership style predicts to a high extent teacher productivity in public senior secondary schools in Rivers State by 51.0%.

## Hypotheses

**Hypothesis 1:** Principals' laissez-faire leadership style does not significantly predict teacher productivity in public senior secondary schools in Rivers State.

**Table 3: t-test Associated with Simple Regression on the Extent Principals' Laissez-Faire Leadership Style Significantly Predict Teacher Productivity in Public Senior Secondary Schools in Rivers State.**

Model	Unstd. B	Coefficient Std.Error	Std. Coefficient Beta	T	p-value level	Alpha level	Decision
1(Constant)	1.487	.099		15.043	.000	0.05	Ho <sup>3</sup> Accepted

Laissez-Faire	.004	.030	.007	.145	.885
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#### a Dependent Variable: Teacher Productivity

Table 3 revealed that standard beta and t-test are 0.007 and 0.145. The p-value of 0.885 is greater than the alpha level of significance (0.05). Therefore, the null hypothesis is accepted. By implication, principals' laissez-faire leadership style does not significantly predict teacher productivity in public senior secondary schools in Rivers State.

**Hypothesis 2:** Principals' transactional leadership style does not significantly predict teacher productivity in Rivers State senior secondary schools.

**Table 4: t-test Associated with Simple Regression on the Extent Principals' Transactional Leadership Style Significantly Predict Teacher Productivity in Rivers State Senior Secondary Schools.**

Model	Unstd. B	Coefficient Std. Error	Std. Coefficient Beta	T	p-value level	Alpha level	Decision
1(Constant)	.976	.092		10.648	.000	0.05	Ho <sup>4</sup> Rejected
Transactional	.181	.030	.297	6.097	.000		

#### a Dependent Variable: Teacher Productivity

Table 4 revealed that standard beta value and t-test are 0.297 and 6.097 respectively. The p-value of 0.000 is less than the alpha level of significance (0.05). Therefore, the null hypothesis is rejected. By implication, principals' transactional leadership style significantly predicted teacher productivity in public senior secondary schools in Rivers State.

## Discussion

### Principals' Laissez-Faire Leadership Style and Teacher Productivity

The result of this study revealed that principals' laissez-faire leadership style predicts teacher productivity to a very low extent in public senior secondary schools in Rivers State by 1.4%. The probability value (0.885) is greater than the alpha significance level (0.05), which implies that principals' laissez-faire leadership style does not significantly predict teacher productivity in public senior secondary schools in Rivers State, Nigeria. This is in consonance with researcher's view that this non interfering approach to leadership, where the leader exonerates his or herself from decision making, authority and responsibility is not ideal for most organizations, especially the school system.

This study result is also consistent with some scholars' literature and earlier researchers' study findings which affirmed that laissez-faire "hands off" leadership style has a minimal impact or influence on workers' performance and productivity in organizations, the school inclusive (Adeyemi, 2011, Duze, 2012, Yahya, 2015, Epuke, 2018, Obi, 2019, and Wagbara, 2019). This is because a laissez-faire leader is hands off, non-involving, carefree and allows subordinates complete freedom to do whatever they like (Johannsen, 2020, Chand, 2014 and Martinuzzi, 2019). International Institute for Management Development (2021) and Martinuzzi (2019) asserted that though this style of leadership can be a successful strategy where team members are experienced, competent, highly-skilled, self-starters and self-motivated, it can split the group leading to poor motivation and low morale and people may drift in the wrong direction away from the critical goals of the organization. Chand (2014) envisioned that the organization is likely to flounder as no direction or control is exercised over the people.

Strikingly, Nasir, Nordin, Seman and Ramat (2014), Basit, Sebastian and Hassan (2018) and Rehman, Rahman, Zahid and Asif (2018) findings were contrary to this present study's result. Nasir et al (2014) results indicated that laissez-faire leadership had a positive and significant relationship with organizational performance. Basit et al (2014) findings revealed that there is a significant and positive impact of laissez-faire leadership style on employee performance. Rehman et al (2018) evidenced that laissez-faire leadership style has a significant relationship with employees' productivity. This suggests that laissez-faire leadership style could be an effective style of leadership in certain organizations type especially in an institution that its workers are experienced, highly-skilled, self-starters and self-motivators. Nevertheless, it is still not an acceptable and ideal style of leadership except where it becomes necessary to employ it.

It is not surprising to note that all except three of the previous related empirical works consulted by the researcher indicated that laissez-faire leadership style has low relationship with employees' and organizations' performance and productivity. They also showed that it minimally or to a very low extent predicts subordinates' performance and productivity. In other words, laissez-faire style of leadership does not have significant impact or effect on teachers' performance and productivity. Yahya (2015) found that majority of principals do not practice laissez-faire leadership style in Nigeria. This suggests that most principals do not employ this carefree kind of leadership style because they know that it is not suitable for school administration as it cannot enhance or improve teachers' performance efficiency, productivity and general school performance. No wonder Adeyemi (2011) recommended that the use of laissez-faire leadership style should be discouraged among principals as it could not bring a better job performance among teachers in senior secondary schools in Ondo State, Nigeria.

Duze (2012) result showed that laissez-faire leadership style was the second most commonly used among principals of senior secondary schools in Delta State. Job performance was found to be low for both teachers and supportive staff in this leadership variable. Consistent with this, Epuke (2018) result

revealed that laissez-faire leadership style does not significantly enhance teachers' commitment in rural and urban public secondary schools in Bayelsa State and recommended that laissez-faire leadership style should be done away with by principals. By implication, school heads should not adopt this unacceptable and ineffective style of leadership because it does not impact positively on teachers' commitment, performance and productivity, which invariably inhibits the achievement of senior secondary school objectives and goals. This implies that laissez-faire leadership style does not have any major impact on the success of restaurants in Mymensingh, Bangladesh. Wagbara (2019) result revealed that laissez-faire leadership style has low relationship with administrative performance in public senior secondary schools in Rivers State, Nigeria. By inference, this non-involvement type of leadership is not ideal for any form of organization because a leader that is not involved in the running of the affairs of the organization(school), giving complete freedom to employees to do as they like, without any form of direction or control will definitely meet a 'waterloo'. The organization cannot achieve its goals as averred by Chand (2014) and Martinuzzi (2019).

In conformity with the above findings and with this current study's result on laissez-faire leadership style, Obi (2019) found that laissez-faire leadership style predicts job performance of teachers at 0.4%. by implication, laissez-faire does not significantly predict job performance of teachers in public secondary schools in Imo State.

Nevertheless, laissez-faire leadership style can be effective sometimes, especially in an organization where the employees are experienced, highly-skilled, self-starters and self-motivators as asserted by International Institute for Management Development (2021) and Martinuzzi (2019). However, the fact remains that it is not a desirable leadership style, and so should only be employed when an organization's situation or subordinates' type requires such leadership behaviour. The researcher opines that no matter the level of employees' experience, knowledge and skills there should be some form of direction, control or supervision in the organization especially in the school system because no man is an island. The educational administrators should be involved in the affairs of the school, avoid complete delegation of power, authority and responsibility to the workforce while standing aloof. There is no best one style of leadership that suits every situation, hence, leaders ought to be versed in all styles of leadership but never adopt laissez-faire leadership style as a predominant style for teachers' improved productivity and for school effectiveness in public senior secondary schools in Rivers State and educational system in Nigeria at large.

#### **Principals' Transactional Leadership Style and Teacher Productivity**

The analysis of research results revealed that principals' transactional leadership style to a high extent predicts teacher productivity in public senior secondary schools in Rivers State by 51.0%. The probability value (0.000) is less than the alpha significance level (0.05). By implication, principals' transactional leadership style significantly predicts teacher productivity in public senior secondary schools in Rivers State, Nigeria. This implies that teacher productivity was positively influenced by administrators that adopted transactional leadership style. The coefficient of determinism (51.0%) though rated high extent indicates that it is almost on the average. This suggests that the positive impact was not so strong, it could easily cross over to a low level, say 49.0%.

The researcher expressed the view that this almost average scale is made possible by the fact that transactional leadership style is more or less autocratic in nature as it shares its basic characteristics. Transactional leadership just like autocratic leadership style emphasizes strict compliance to organizational norms, values, procedures, methods, chain of command, and also closely supervises subordinates thereby inhibiting employees' initiative and creativity. It seems that the positive significant prediction of teachers' productivity by administrators' transactional leadership style resulted basically from the "exchanges" offered by school heads to teachers for achieving the set targets. That is to say, the rewards for compliance and fulfillment of set targets and punishments for deviation and failure to attain given targets presented by principals to teachers, motivate or influence them to pursue and accomplish the set targets.

The result of this study on administrators' transactional leadership style is consistent with some earlier related empirical investigations carried out by Wagbara (2019), Rehman, Rahman, Zahid and Asif (2018) Longe (2014), Nasir, Nordin, Seman and Rahmat (2014). Wagbara (2019) found that transactional leadership style has a strong positive relationship with administrative performance in public senior secondary schools in Rivers State. It was concluded that transactional leadership style significantly influenced administrative performance. Rehman, Rahman, Zahid and Asif (2018) findings evidenced that transactional leadership style has a significant positive relationship with employees' productivity.

Longe (2014) result revealed a significant correlation between transactional leadership style and organizational performance after changes in management in the Nigerian cement industry. This implies that the new managers adopted transactional leadership style, hence, significantly influenced organizational performance in cement industry in Nigeria. Nasir et al (2014) findings indicated that transactional leadership has had a positive and significant relationship with organizational performance. This indicates that transactional leadership style only impacted positively on teachers' affective commitment due to the exchanges offered but not on continuance and normative commitment because transactional leadership is bureaucratic in nature. That is, it strictly follows rules, regulations, norms, methods, and so on.

By implication, transactional leadership style should not be the only or predominant style of school leaders because it does not impact significantly or positively on every aspect of teachers' commitment which has a direct link to teachers' performance and productivity. This is due to some of its characteristics that are bureaucratic or autocratic in nature. The school administrators ought to apply transactional leadership style only when it is necessary depending on school circumstances and teachers' type. For instance, teachers that are motivated by monetary or other forms of rewards and teachers that fulfil their tasks due to fear of punishments. On the contrary, some related empirical works of previous researchers and scholars contradict this present inquiry's result on transactional leadership style. Obi (2019) found that transactional leadership style predicts job performance of teachers by 0.8%; therefore, independently, it does not significantly predict job performance of teachers in public secondary schools in Imo State, Nigeria. Alkhajeh (2018) result suggested that transactional leadership style among others have negative relationship with organizational performance.

This finding is striking or surprising because transactional leadership is rooted in compliance to status quo, that is to say, it does not support change. In other words, transactional leadership does not encourage creativity, change and innovation and does not allow deviation from norms and practices. Therefore, it is ironical to say that it relates at low level with resistance to change. These findings (past and present) buttress the fact that no one leadership style is the best for all situations, that is to say, none of the leadership styles can suit perfectly every situation and every worker in any organization/school. Therefore, it is pertinent that organizational leaders (school administrators and company managers) be exposed to all the leadership behaviours, approaches, types or styles through training. Though the leaders may have their predominant styles, they should always be in readiness to switch over to other styles that are more appropriate and suited to the organizational demands, factors and peculiar situations for organizational (school) efficiency and effectiveness.

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## Conclusions

The following conclusions were made based on the aim, objectives and findings of the study:

1. Principals' laissez-faire leadership style is the least used among the principals of public senior secondary schools in Rivers State because it has a negative influence on teacher productivity. It predicts to a very low extent and thus, does not significantly predict teacher productivity in public senior secondary schools Rivers State.
2. Principals' transactional leadership style ranked third among the study variables that positively impacted on teachers' productivity. It significantly predicted teacher productivity in public senior secondary schools in Rivers State.

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## Recommendations

Based on the conclusions drawn from the data analysis results, the following recommendations were made:

1. Laissez-faire leadership style should be discarded because it predicts teacher productivity to a very low extent. Secondary school administrators should not put up this 'hands off' behaviour at all, even if the teachers are knowledgeable, skilled and experienced. This is because no school thrives without any form of control and direction.
2. Transactional leadership style impacted positively and significantly predicted teacher productivity, but it is not advisable for principals to adopt it as a predominant style. It should be employed when the school situation demands it and if the school can afford especially, the expected financial exchanges.

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